

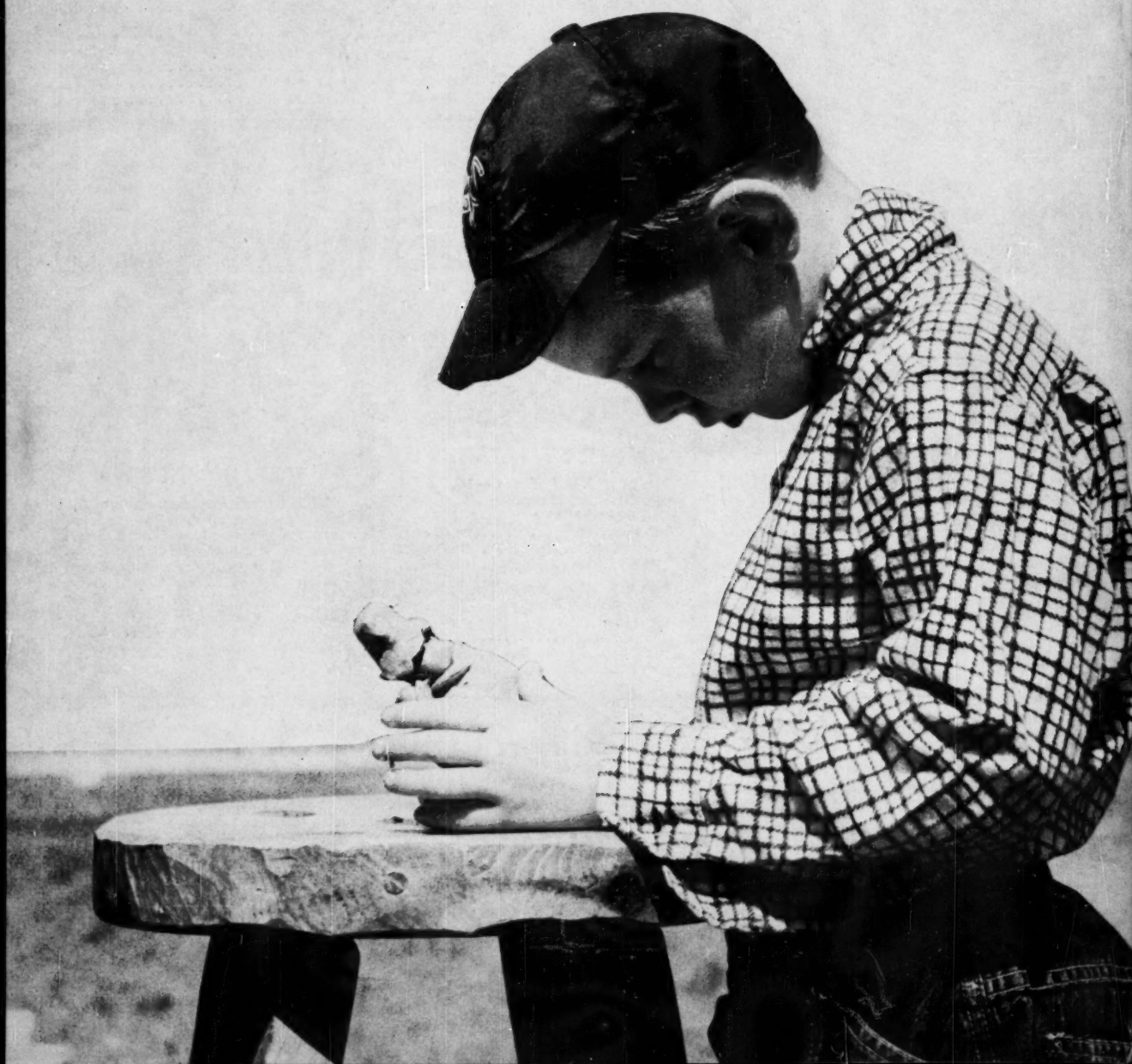
JANUARY 1959

# Camping Magazine

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# memo-

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Our editorial policy for Camping Magazine is to encourage readers to make up their own minds. This holds true for articles on philosophy, child guidance and program suggestions. Working within the framework of ACA standards and policies, we present the ideas worked out by experienced camping people. You have to make up your mind as to whether or not their ideas are suitable for your camp. The same policy holds true for the advertisements appearing in Camping Magazine. The products offered have been used successfully—they may be valuable for you—and you will want to investigate their advantages. Camping Magazine has never knowingly printed an advertisement in which a product has been misrepresented and will continue to check claims which could be misleading.

Your ability and willingness to think for yourselves is demonstrated quite strongly in two special spots in this issue. First, we have received many comments and letters on the discussion of a camping Code of Ethics in the November issue. Several of your letters appear in this issue as a continuation of the discussion which began, as one of you points out, long before the American Camping Association was organized in its present form.

Secondly, you will see that the Book Section in this issue has been changed to include many more books. But, books are no longer given a critical review. Each book is briefly described but not evaluated. We believe you will find it more helpful to know of the availability of additional books and, as you have done before, will evaluate their worth yourselves.

**the editors**

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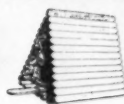
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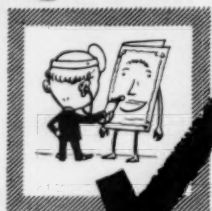
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## Camping Magazine

### LETTERS FROM READERS

#### Credit is Due

I was quite surprised to find, in the November issue of Camping Magazine, that . . . the shower article which I submitted . . . [when published] omitted credits and supporting evidence . . .

Julian H. Salomon  
Camp Consultant and Planner

*Mr. Salomon is correct. In connection with his article on girls' shower facilities, we should have included his statement "in the conduct of the inquiry and in summarizing findings the writer is particularly indebted to Dr. L. M. Dyke, Director of Student Health Services of the University of Maryland and chairman of the Committee on Medical Service of the American College Health Assn." Mr. Salomon also expressed appreciation in his original manuscript to the group which supplied information for the article, which included directors of girls' camps, physicians, health service directors, physical education authorities, a dean of women, the head of a student counseling center, a psychiatrist and also several wives of university personnel.—Ed.*

#### "Good Camping Magazine"

Congratulations on the November issue of Camping Magazine. I think it is excellent. I liked the way you put the articles under headings. It makes it very easy for one to refer to the articles. I thought the articles in the magazine outstanding from the first one, "What Do We Want in Leadership?" to the very last, "Make Provision for Individuals' Growth." To me, the whole magazine symbolized what we really mean when we say "Good Camping Magazine" — one that gives help in whatever area you might need it.

Annabeth Brandle  
National ACA Membership  
Chairman

#### Endorsement of Article

I should like to add my full endorsement to the excellent article by Lois Goodrich entitled "Give Campers the Thrill of True Outdoor Living" in the November issue of Camping Magazine.

From our past several years of experience in making the transition from city-based day camps to day

camping in rural sites with extensive woodlands where nature, campcrafts, pioneering and overnight camping were emphasized, we found that the three major areas stressed by Miss Goodrich were extremely important for conducting successful programs in outdoor living — namely:

(a) Adequate preparation, knowledge and skills in outdoor living for both campers and counselors.

(b) Planning outdoor living experiences and trips in small groups only, thus permitting greater camper involvement in planning and doing.

(c) Lastly, Miss Goodrich suggests, motivate, glamorize and dramatize the outdoor living experiences in camp with both counselors and administrative staff, especially the camp director, serving "as living examples in skill and interest and downright love of outdoor living."

Monte Melamed  
Executive Director  
Henry Kaufmann  
Campgrounds, Inc.

#### Open Our Doors

"All men are created equal." No finer words have been used to express the sentiments of America.

But Gov. Faubus doesn't believe them. Joseph Kamp, the pamphleteer, doesn't. Secretary of State Dulles can't make the Indonesians think we believe them. Something ought to be done. Some heads should fall.

Maybe it should be your head and mine. Have we opened our camps to children of all races and creeds? Have we fully integrated or have we kept one foot in Gov. Faubus' camp?

When Chinese say white sentiment is expressed by the words they once read on the gates to a park, "Dogs and Chinese not admitted," can we say that our camps repudiate that a hundred per cent? When nations go to the brink of war because of their hatred of white supremacy, can we say we are doing our utmost to prevent a war, that might consume our children, by doing all that is humanly possible to open our doors wide to all children, and helping these children of diverse backgrounds learn on the ball field and around the campfire that "All Men Are Created Equal?"

Ralph C. Hill  
Deer Lake Camp  
Madison, Conn.


Camping Magazine, January, 1959

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## Camping Magazine

### BOOKS FOR BETTER CAMPING

#### Summer is Ageless

By Georgene Bowen, National Recreation Association, 8 W. 8th St., New York 11, \$1.

Recreational programs in a camp for older adults as used by Philadelphia's Health and Welfare Council are described in this booklet. Salient points to be considered in initiating such a camp program are covered.

#### Pest Control Manual

Published by American Hotel Association, 221 W. 57th St., New York 19, \$1.

This is a "How to Do It" guide with step by step directions for the identification and eradication of flies, mosquitoes, roaches, ants, carpet beetles, moths and other insect pests. How to apply poisons safely is covered.

#### Outdoor Education through School Camping

Published by Indiana State Board of Health, 1330 W. Michigan St., Indianapolis, Ind.

This booklet presents a resume of the school camping programs currently being conducted in Indiana. It is designed to serve as a guide for persons planning to initiate similar programs. A bibliography of resource materials is included.

#### Psychology in Children's Camping

By B. Robert Berg, Vantage Press, Inc., 120 W. 31st St., New York 1, \$3.

A psychological approach to the needs of campers, a summation of behavior problems and techniques for meeting them are covered. Emphasis is on opportunities camp leaders, as well as parents, have for personality development of their charges.

#### Environmental Sanitation

By Joseph A. Salvato, Jr., John Wiley & Sons, Inc., 440 4th Ave., New York 16, \$12.

Emphasis in this volume is upon the practical application of sanitary and health principles to facilities for up to 5000 persons. Location and planning of camp sites, water supply sources, waste-water disposal, swimming facilities, insect, rodent and weed control are covered.

#### A Manual of Riding

By Jennie M. Orr, Burgess Publishing Co., 426 S. 6th St., Minneapolis 15, \$1.75.

This spiral-bound instruction book is divided into three parts. Part I gives a study of the horse and equipment. Part II contains mounting instruction, position, and aids for good riding. Part III covers instruction on care of horse and equipment.

#### Creating with Materials for Work and Play

ACEI Bulletin No. 5, Association for Childhood Education International, 1200 15th St., NW, Washington 5, D. C., 75¢.

This folder includes 12 leaflets on materials for creative work and play, plus an alphabetical list of household items and how they can be used for entertaining youngsters.

#### Fun with the Family

By Harry Edgren and E. H. Regnier, Stipes Publishing Co., 10 Chester St., Champaign, Ill., \$2.

This book describes games and occupations that may be enjoyed in the home both by the family group and by different age groups with their peers. Recreation leaders will find this a source of program ideas.

#### A Pocket Guide of Dance Activities

By Latchaw and Pyatt, Prentice-Hall, Englewood Cliffs, N. J., \$2.95.

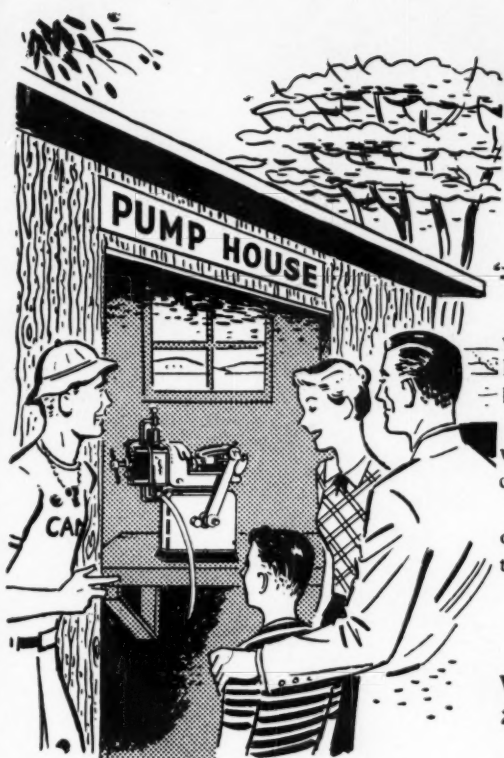
This spiral-bound, pocket-size book gives the non-specialist aids in evaluating and teaching dance activities. Two types of activity are included: exploratory movement exercises, and social forms, including folk dances and singing games.

#### Food Guide and Quantity Cooking for Young Children

By The Community Council of Greater New York, Harper & Brothers, 49 E. 33rd St., New York 16, \$4.95.

Nutrition, menu planning, care of food and kitchen, food purchasing, etc., are outlined. Recipes describe preparation of main dishes, vegetables, salads, sandwiches and desserts in quantities to serve 15, 30 and 45. Instructions are given to adjust recipes for older children.

Camping Magazine, January, 1959



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## How Can Camps Develop

# CONSERVATION

## Attitudes and Habits?

The conversation which follows took place at Bradford Woods, Martinsville, Ind. Participants were Maurice D. Bone, Chairman of the Committee on Camps and Conferences of the National Council of Churches; Luther M. Lindemuth, Principal Forester of the Department of Conservation and Economic Development of New Jersey; L. B. Sharp, Director of the Outdoor Education Association; and Reynold E. Carlson, Director of the Conservation in Camping Project of the American Camping Association.

**Mr. Reynold Carlson**—The problem of camp upkeep is not only one of keeping buildings in good condition. Just as important, and probably more important, is the handling and proper use of natural resources in the camp area. In our Conservation in Camping project of the ACA we have been emphasizing good land management, with the idea that we'd like our camps next year and in the years to come to be just as attractive as they are now, or more so. What is the camp director's responsibility relative to the actual management of the land? L. B., do you want to comment on that?

**Mr. L. B. Sharp**—It seems to me that the camp director has a greater responsibility than ever in regard to right use of his land—right use meaning the care of it as the farmer would use his land, preventing the top soil from washing away and caring for it in every other way that will produce for the good of the community and the country.

**Mr. Carlson**—T-Bone, would you agree to that?

**Mr. Maurice D. Bone**—Definitely. There's also the possibility that a camp may not always be a camp. It could some time revert to agricultural use or become a source of timber or some other resource. I think we have to consider ourselves as only temporary landholders.

**Mr. Luther M. Lindemuth**—I certainly agree with what the others have said about the responsibility of camp directors. The education of the people who use the camp is also very important. They are in their lives going to visit some of our wonderful national parks and forests and should know how to take care of not only the camp property but also all of the wonderful heritages of America.

**Mr. Carlson**—How should interest in conservation and use of land be incorporated into the program of a good camp?

**Mr. Bone**—I think it begins with the attitude of the direc-

tor himself. I like the statement Joseph Wood Krutch made in his book "Chain of Life," in which he says, "Conservation is not enough." What he means is that we should feel love and affection for the life that exists in the out of doors. I think his point of view applies to camps.

**Mr. Carlson**—Doesn't Krutch insist that living things have rights and entities apart from their relationship to human beings?

**Mr. Bone**—Oh, yes. A further point, which, I think, holds tremendous opportunities for camps, is that we have made enemies of other living things by our destructive habits and our attitudes, but that when we take the approach of allowing them the right to live, they begin to trust us again—those which are aware of our existence—and their attitude changes. Deer become more likely to roam up where we are, and so do other animals.

**Mr. Carlson**—Should a camp be a wildlife sanctuary?

**Mr. Sharp**—Well, in a certain sense—you can delete this later if you want to—it's pretty much of a wildlife sanctuary now. (Laughter.) We wouldn't want the entire camp to be a sanctuary for wildlife, but I do think there should be enough land to provide areas where wildlife can have a quiet home of their own. They're interested in camping, too. Only trails should go through their areas.

**Mr. Carlson**—Lindy, what can be done to increase the number of birds and animals in a camp area?

**Mr. Lindemuth**—Well, if you have a camp area that has not been used very long, you will probably find that it may be in a rather natural state. There may be a number of dead trees. There may be plenty of shrubs that offer food. There may be brush patches that offer shelter. It would certainly be wise to consider leaving them as much as possible.

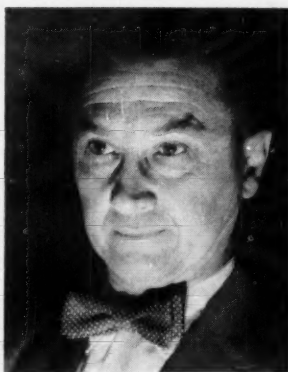
Where these do not exist, campers can plant things. They can erect houses. They can study the habits of the wildlife and by their own efforts find lots of opportunities to attract them.

**Mr. Bone**—Planting fruits and berries is a great help in attracting wildlife.

**Mr. Sharp**—At this point I think we should mention the importance of laying out campsite development in relation



Maurice D. Bone



L. M. Lindemuth



Reynold Carlson



L. B. Sharp

to conservation and being sure that we keep the theme of the woods. Many times people begin to turn a camp into a city park and cut back, clear off, and manicure it to the point that it ceases to have a real woods atmosphere.

**Mr. Bone**—I'd like to mention L. B.'s experience at National Camp, where they decided to cut some trees in order to get a better view from the camp over the valley. This clearing process brought in new kinds of wildlife because it brought in different kinds of plants. The tall trees were gone. Then grass came in and small shrubs and low-growing plants and flowers which could not grow under the solid canopy which had been there. And so there came a whole new life into this area.

**Mr. Carlson**—Then we need to leave open areas as well as closed forest areas in camp?

**Mr. Lindemuth**—Definitely. Many birds—quail, for instance—want open areas as well as protection. For deer, too, there must be open places as well as forest.

**Mr. Carlson**—How should we plant to provide for privacy, beauty, and possibly materials which we might use for program purposes, such as crafts?

**Mr. Bone**—Herb Sweet, on his farm camp here in Indiana, planted around 80 different types of trees, which give a tremendous variety and interest. He has planted trees in such a way that they form natural areas—partly open and partly covered—so that a group can have a shelter and be screened from another group. Here you have a variety of trees at the same time serving several functions.

**Mr. Carlson**—Some of us who are interested in using saplings and other woody materials for campcraft wonder if we are making a mistake to cut them. Some day we may have the materials that we may want to use rather than to expect the natural forest to supply these needs. What do you think, Lindy?

**Mr. Lindemuth**—It is possible to grow them, if you have the proper conditions for the various plants. For example, the linden or basswood likes a very moist site, and if you have proper conditions, you might plant it because it's a very useful and versatile tree. I would caution you, however, to give careful thought before introducing an exotic species, because in so doing you can sometimes create a number of problems. There are undoubtedly a great many species native to an area which are not normally growing

in a particular camp in that area, and they can be introduced to provide opportunities for study and to give variety and beauty to the camp.

**Mr. Sharp**—I think that there should be in every camp an area definitely set aside for the growing of material—be it an acre, a half acre, or two acres. In the wet places you can start a willow grove, because of the wonderful uses for willow in craft work.

**Mr. Carlson**—Aren't there some trees that stump sprout so that if you cut one you may have three or four coming up from that base? That's true of willows, isn't it?

**Mr. Lindemuth**—Yes, and it's also true of basswood. Even without cutting the main trunk you'll usually have a number of small saplings. If you manage properly, you can have your cake and eat it, too.

**Mr. Bone**—Redwoods stump sprout, too.

**Mr. Lindemuth**—Definitely. The coast redwoods do but not the giant sequoia.

**Mr. Bone**—I was thinking of this because many people who read "Camping Magazine" are on the west coast.

**Mr. Carlson**—We've been talking almost entirely about campsite management. I wonder if we could turn for a few minutes to the matter of program. What can camps do in their programs to help develop in children attitudes and habits that will be important in conservation?

**Mr. Sharp**—In the small-group decentralized type of camping, in which a group goes to the woods to find a home and build a shelter, there is a marvelous opportunity for the practice of wise use of native materials. Immediately they are confronted, or certainly should be, with the selection of what to cut and what not to cut. And if we fail to help youngsters to understand why certain things may be cut and certain others may not, we miss a fine opportunity.

**Mr. Carlson**—Then you'd say that by living in the woods you are constantly involved in conservation problems?

**Mr. Sharp**—Yes. If the program is related to using native materials, it's a simple matter to demonstrate good conservation practices. For example, if you want a stick for toasting marshmallows or cooking meat, you should know



that you shouldn't grab the first green stick you see and then use it once and throw it away. One marshmallow stick will last a summer if properly cared for.

**Mr. Bone**—I've been thinking of another angle—minerals, rocks, and fossils. Some camps have a lot of these. Here's another problem of conservation. Shall we carry them all off in our suitcases and just denude the area of them, or shall we learn to appreciate what is there and not take them away?

**Mr. Carlson**—Doesn't the same thing apply to frogs, turtles, snakes, lizards, salamanders? Don't children sometimes want to carry these things home?

**Mr. Bone**—Oh, yes. They want to make pets and pen the animals up for a little while. We have a responsibility as camp directors to see that the children enjoy the animals in their natural settings, learning to appreciate them and know that if they see them there today they're likely to see them there tomorrow.

**Mr. Carlson**—Lindy, do you think of any aspects of camp program related to conservation education?

**Mr. Lindemuth**—There are always projects in reforestation and erosion control where campers can help. In any camp, for example, there is a tendency to create paths on slopes where erosion may take place. By building diversions so that water will not run down the paths and by making log steps that look very natural, you can help stop erosion. There are innumerable opportunities.

It would be well for all people interested in camping to get acquainted with their local conservation people. A very good person, available practically anywhere in the United States, is your local county agent. If he's not able to give answers to your conservation problems himself, he can tell you how and where to get the answers.

To return to what T-Bone said about not penning up animals, I think that's very important. Taking things from the woods comes from the notion that you've got to take things back to the four walls of a school. People don't realize that the outdoors is the best schoolroom of them all and that they'll have things in the outdoor schoolroom if they'll only leave them there.

**Mr. Carlson**—Are there some very tangible, practical little things that youngsters might do that might help in developing conservation attitudes?

**Mr. Sharp**—Let's all mention things that come to our minds. I'm thinking about saving water. In cities children are used to letting water run. In camp, where water may be scarce, we need to teach them to shut off the water.

Then there's the matter of neatness about the camp, picking up litter; or not making litter would be more constructive. You want to keep the forest floor as neat as you would your living room.

**Mr. Bone**—There's the matter of providing waste baskets in appropriate places to encourage proper waste disposal. Then we want to prevent fireplaces from becoming trash burners. They're built to be things of beauty and can be appreciated as such rather than abused.

**Mr. Bone**—There's always a temptation—I saw a great deal of it this summer—to make a huge bonfire. This is poor conservation if a small fire would serve the purpose.

**Mr. Lindemuth**—A big fire offers a wonderful opportunity for a wild fire to get away. Many people outdoors forget

that one little stray spark can mean the end of things that they really cherish as their own. Even small fires must be watched carefully and taken care of at all times.

**Mr. Bone**—Another place for conservation education is in the use of the pocket knife. We can't even assume that boys and girls know how best to use a knife. I've been in camps where live trees have been slashed with knives. Sometimes the counselors may provide very poor examples. The same applies to axes.

**Mr. Carlson**—Counselors need very careful instruction, don't they, in learning how to handle resources?

**Mr. Sharp**—Some craft books unfortunately give authority to the blazing of trees as trail markers. Years ago that might have been all right, but times have changed. Blazing of trees should be prohibited. And we have to be careful not to ruin lovely trees by breaking branches. We need to reexamine all of those practices which may have been all right in the past but can't be justified now.

**Mr. Carlson**—We're probably moving to a time in our camps when we'll have to give much more attention to the way in which we use our resources. With an increased population, greater number of campers, and longer camping periods, we're going to have to be much more careful.

May I raise another kind of question? Some of us believe that a part of conservation education lies in developing an understanding of the biological principles upon which conservation is based. What would you say about that as part of a camp program, L. B.?

**Mr. Sharp**—Well, this means a broadening and deepening of the entire philosophy and concept of program. We need to prepare leaders in knowledge and understanding in this area. You can't expect campers to be interested unless the leaders know how to lead them.

**Mr. Carlson**—T-Bone, what would you say about the religious aspects of the use of resources in camp?

**Mr. Bone**—I think we have a great responsibility as stewards of the land. This earth is a gift to us, and we are charged with the responsibility of improving the life and resources of land through our management for succeeding generations. A basic concept in religion through the ages is one of stewardship and responsibility in this stewardship.

**Mr. Carlson**—The development of a sense of responsibility for resources should then become a part of a camp's program.

**Mr. Lindemuth**—This type of program would provide a stimulus to many young folks to go ahead with careers that might even be hobbies—and there's nothing better than to have your career as a hobby. I would add, in relation to the religious point of view, that you might stop to think that in our materialistic world there aren't any ingredients which we could combine, with all our money and time, to make a seed that would grow. It's a gift of God. Miracles are going on all about us all the time.

**Mr. Carlson**—In conclusion, I think we all agree that camp is an ideal place in which to teach conservation, and that it is our responsibility as camp leaders not only to preserve camp areas for future generations but also to help our campers attain those attitudes and habits which will promote wise use of all our natural resources.

# Exchange Program Promotes Democracy

By Kenneth Webb

**I**N THIS AGE of Sputnik, camp activities which promote the next generation's feeling for democracy are examples of true patriotism — modern style. Having learned by experience that American parents, including Southern parents who send children to Northern camps, wish their children to know and understand members of other races, our Farm and Wilderness Camps in Plymouth, Vt., in 1957 took an unusual step to achieve this aim.

We found that Eugene Sparrow, director of Camp Atwater, an all-negro owned and operated camp, was anxious to follow the trend toward integrated camping, but had difficulty in determining how to begin. Our mutual aims suggested a worthwhile first step would be an exchange of campers.

First, Timberlake, the boys' camp of the Farm and Wilderness group, worked out an exchange with Atwater. A bus load of boys from Atwater journeyed to Timberlake, while a similar group from Timberlake took the places vacated at Atwater. Later, Indian Brook, our girls' camp, worked out a similar exchange.

For four days these visiting groups and their counselors joined in the activities of the other camp. The Atwater boys were especially competent in swimming, sports, crafts and singing. Their contributions in these fields and the stimulation they gave the Timberlake group were felt long after their visit was over. Timberlake boys who went to Atwater were chosen in part for their skills in campercraft and work projects, areas in which Atwater was eager to strengthen its program.

In reporting on the experiment as it affected Atwater, Gene Sparrow wrote: "Included in the group from the Farm and Wilderness camps were [white] youngsters from Virginia and other Southern states where tension exists. Whatever the background of these boys up to the period of this exchange, it seemed to have no bearing on the experiences each group had as exchange campers. At Atwater there was not a mention during the four days of any difference in the visitors except that they were from a different camp and wished to share in the life of the host camp and make their own contribution where they could. This is truly an age of miracles . . ."

## Other Values

The Farm and Wilderness Camps have found that the exchange program offers other values. Parents of campers chosen to go to Atwater were greatly pleased that their children had been judged worthy representatives. They were happy to be connected with organizations doing something constructive in such a critical area.

In the second year of the "Atwater-Wilderness Exchange," a number of improvements were planned. They may be of value to other camps planning similar programs.

1. The exchange period will last a full week instead of four days. This extension is at the urging of campers themselves.

2. A careful age spread will be worked out so there are one or two campers from each of several cabins.

3. Since the trips act as an added incentive to improve specific camping techniques, groups will be chosen early so that letters may be passed between campers being exchanged.

The directors will also exchange letters containing thumb-nail sketches of campers who will participate.

4. Program of the first camp council fire at which the guests are present will be modified to give ample opportunity for visitors and hosts to get acquainted in a friendly, informal way, and by presentation of "numbers" of their own to contribute most effectively to the memorable character of the occasion.

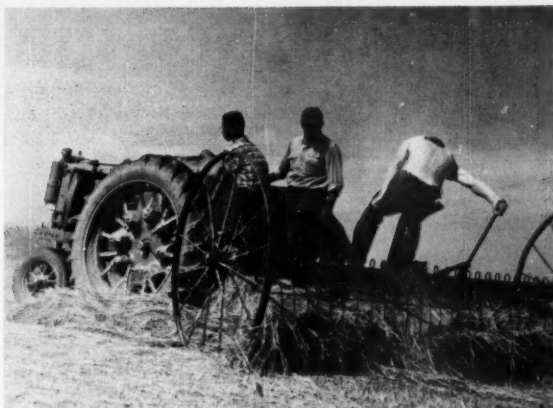
5. Since a mature counselor goes with each group, the camp is deprived of his services for the week. To offset this, it is advisable to explore the talents and interests of the visiting counselor in order to make full use of his abilities.

Both Atwater and the Farm and Wilderness Camps feel they have happened on something of unlimited interest and value to the programs of their camps. Even Tamarack Farm, the coed, teen-age third unit of the Wilderness Camps, managed to get in on the act. They invited older Atwater campers to spend a morning with them on work projects. It resulted in the visitors being invited to stay the whole day and sharing experiences which will long be remembered.

## To Continue

The two sets of camps intend to continue the project. It can make a modest but significant contribution to the racial problem which America must solve quickly if it wishes to retain its present role of world leadership.

—Mr. Webb is Co-Director of Camp Timberlake for boys and Indian Brook for girls, West Bridgewater, Vt.



—Lincoln Farm Work Camp Photo

# What Are the Issues in Camping

## Camp-Centered?

**C**AMPING and outdoor education are not new in American schools. According to National Education Association Research Bulletin No. 4, one of the earliest camps operated as a part of a school program was in a private school in Washington, Conn., in 1861. The earliest public school camping venture was in Dubuque, Iowa, in 1912. But school camping's growth has been relatively slow and is still in its developmental stages in most sections of the United States.

In school camping, as in other areas of educational practice, there are disagreements which should be considered by schools now operating camps and by schools which are planning such programs. Outdoor education has not yet been hampered by long-established tradition. Schools are free to develop the type of program they feel is the best and most adaptable to their own situation. However, just as there should be a basic philosophy to direct the growth of any program, so there should be one to direct the growth of outdoor education. Existing school camping programs seem to lean toward one or the other of two extremes: "Camp Centered" or "School Centered." The two might be described as shown in the accompanying box.

Examination of the characteristics of these two approaches to school camping brings out basic differences in philosophy. For the educator the major problem is designing a program which will do the job best and provide the most valuable learning situations.

At present, a high percentage of school camping programs lean toward the "camp-centered" point of view. This is understandable because leadership in these programs has come largely from persons whose experiences have been with summer camp-

ing programs sponsored by agencies and organizations other than public schools.

The fact that the camp-centered program is the prevailing pattern does not necessarily mean that it is the better plan for school camps. If a school camp is to become an integral part of a school program, it must be tied closely to classroom work and serve as a supplement to learning situations developed by teachers.

The classroom organization of our

public schools is at the heart of the instructional program. This does not imply that all learning must take place within classroom walls, but it does mean that a systematic approach to learning experiences must be organized in an atmosphere with some degree of formality. Without systematic planning there may be many duplications of experiences and, worse, omissions of valuable learning situations. School camps must be evaluated upon their contribution to the class-

### School-Centered

1. Camping experiences are evaluated on their contribution to the work of the classroom.
2. Experiences are planned in the classroom. Practical applications are possible in the camp so the experiences are more meaningful.
3. The program is centered around "classes" in mathematics, science, English, art, and other classroom subjects of the school. Time is given to recreational activities but this is not stressed.
4. The classroom teacher operates the program with the help of resource persons in much the same manner as a resource person is brought into the classroom.
5. Pupils are housed in comfortable cabins and their food is prepared by hired personnel. Occasional "cook-outs" give limited experiences in living in the open but this aspect of the camp is not considered highly important.

### Camp-Centered

1. Camping experiences supplement the school curriculum with new and different experiences which are not directly connected with the classroom work.
2. Experiences are not planned to bring out specific learnings but valuable concepts are gained by incidental experiences.
3. Recreational type activities dominate the program with "nature study" groups, "crafts" groups and other activities which contribute to academic learnings but are not named to parallel the courses offered in school.
4. A trained staff in outdoor education operates the program with the pupils and teachers participating.
5. Much time is devoted to living. Primitive living, including out-of-door cooking and building shelters, take a large portion of the time. One of the major objectives of the camping experiences is recapturing some of the aspects of our pioneer ancestry.



# and Outdoor Education?

## School-Centered?

By R. P. Brimm

room program. "Nature study," "crafts" and similar terms label the groups in the traditional camp program. There is no reason why the activity groups of a school camp cannot be "classes" in science, art and mathematics. Experiences can be made just as attractive under school names as under other names. The classroom learnings become more meaningful if directly identified with the experiences of the camp both in name and content.

In reality a school camping program is an extensive field trip designed to supplement the learnings of the many subject matter areas of the school. Camp programs offer many excellent learning experiences which may supplement any school subject, and teachers should take full advantage of the opportunities available.

A field trip emanating from a class in science is much more valuable to classroom work if it is well planned to fit into the material being covered in class. Background information covered in the classroom makes the excursion experiences much more understandable and complete. Likewise, thorough examination of specimens brought back to the classroom and a discussion of the experiences make the excursion more valuable in terms of understandings and retention of learnings. In any situation, unplanned experiences occur and contribute to learning. But, in the classroom, on excursions, or in camp most worthwhile learning situations will come from a planned sequence of events.

If school camp is to contribute to classroom instruction, camp experiences must supplement work carried on in classroom. Prior to camp a body of subject matter should be introduced into the classroom, with plans to use the camp period for actual problems which supplement the

materials studied. After camp, the experiences will be carried back to the classroom and the unit of instruction continued in a meaningful manner.

Under this concept of school camping, the teacher must direct the program. Out-of-door specialists can be of great value in helping organize programs and acting as resource persons in much the same manner as a resource person is used in a classroom. However, the major responsibility for school camp program must be in the hands of the teacher. He cannot turn the class over to a camp staff and expect to take back to school a group of experiences which will adequately supplement his classroom work.

School camps can make maximum contributions to school work if organized with the instructional program of the school in view. The "pioneering" type of camp often requires so much time in living that other organized objectives of the program are lost. Excessive time spent in building shelters and preparing food over open fires may detract from other aspects of the program. Duplication of, for example, the Boy Scout or other agency program in a school camp is hardly justifiable. The various agencies which operate camping programs have specific objectives, and school camps should have a different set to prevent duplication.

Every effort should be made to build a camp program which will be broad enough to cover the instructional areas of the school. However, it is better to delete a subject matter area in the camp program than to set up artificial experiences which will contribute little. It is also wise to omit areas which cannot be tied into the school program. For example, if the art teacher is not available for the camp program it would be better not to have art in the camp. An art pro-

gram, based on the use of native materials, can be very valuable to the classroom program in art, but if it cannot be used by the teacher of art then its value to the total school program is limited.

It is true that some teachers cannot adapt themselves or their programs to the out-of-door situations. But a good teacher can take her program into any situation where learning experiences are available, and camp offers unlimited opportunities for valuable experiences in all areas of instruction.

Schools do have textbook teachers who cannot go beyond the materials of a book, and plans for camp programs must recognize this fact. It would be just as foolish to set up a camp program for this teacher as it would be to furnish supplementary books for her use. If she cannot go beyond the textbook, then the reference books would never be used and camp experiences would contribute nothing to her instructional program. On the other hand, teachers who can see the applications of their instructional program, and who can use resource persons effectively, can do a good job in school camp.

Many school camp programs fail to continue and many fail to start because patrons of the school will not support a program based on narrow, specialized interests. Programs based entirely on recreation, music or nature study, for instance, would probably appeal to a limited number of persons. If a school camping program is to be sold to the public it must be based on the value of its contribution to the instructional program of the school and must be as broad and all-inclusive as possible.

—Mr. Brimm is Principal of Teachers' College High School, Cedar Falls, Iowa.

# CM's Readers Speak to the Issue—

## A Code of Ethics?

### *A guide to both new and old directors*

**By J. Earl Owens**

*Member, ACA Indiana Section*

Why shouldn't ACA recognize a code of ethics for management of camps? Who is afraid of such a policy? Certainly it would not hurt the fair and honest.

A counselor or camp staff member, if a member of ACA, should have the organization's support in condemning or criticizing a camp manager for misrepresenting job assignments, accommodations, time off, or any other unfair employee relations practice.

That such managers are compelled

to hire a new staff each year is no consolation for a mistreated employee. If the employee is a member of ACA, he should be able to contact his organization to ascertain if a prospective employer is a person with a reputation of unfairness. Job description is meaningless unless there is some means of enforcement, the least of which should be moral condemnation.

**By Lewis C. Reimann**

*Camp Consultant*

It is my feeling that a Code of

Ethics should be adopted by ACA as a guide to both new and old directors although its enforcement is questionable and perhaps impractical.

The overwhelming majority of directors already practice acceptable codes. However, particularly in the case of new people entering the camping field, such a Code would be a helpful guide.

Enforcement of a Code can be left to the "public opinion" of camping people and parents. People who would persistently violate a Code usually do not remain long in camping or in any other profession.

**By Frank M. Levine**

*Director, Camp Trebor,  
Fryeburg, Me.*

As one who has had first hand contact with an "Ethics Committee" here in New England, I may have a bit of insight to offer to the discussion.

It is most apparent, after the briefest conversations with the doctors, lawyers, psychiatrists, etc., who send their children to our camps, that we need such criteria, that the concept of "professional" demands it, that there is generally an outrageous lack of concern with such matters in the camping "business."

Unpleasant as the thought may be to proponents of comradeship among all camping people, or believers in educating a common conscience, any code or set of standards is just conversation unless provisions are made for dealing with the violator. If the most respected professional organizations, whose membership is required to complete many years of academic indoctrination, are willing to acknowledge this fact, why do we struggle?

The alternative of well-meaning volunteer committees, attempting implementation of amorphous mandates from ACA, can be as self-defeating

as the instance I have in mind.

A well-established camp of good reputation saw fit to discharge three of its staff during one summer, in the interest of maintaining high standards for the children, staff morale and fulfilling its responsibility to parents. The disgruntled, and understandably unhappy counselors, gave a somewhat colored report to an "ethics committee."

Busy with many things, in addition to their own camps, the members of the committee did not notify the camp of the complaint until long after the counselors had dispersed, and until after the camp's name had been linked with the question of ethical practices in a discussion of the matter involving additional members of an organization to which the camp belonged.

Thus, in an effort to maintain important standards, this camp unknowingly had its practices reviewed by what amounted to a kangaroo court. How much easier and safer for this camp in the future to modify, rather than elevate, its criteria for staff performance. It does not foster truly

ethical practices on the part of any camp director to have his reputation tarnished as a result of his conscientious supervision.

The fault certainly did not lie with the committee (they did notify the camp and offered an opportunity to explain the situation) and certainly staff should have recourse for complaint, if they feel that they have in any way been mistreated. The structure, the procedure, the definitions, the democratic process, the organization, etc., were simply not ready for much more than what can be very harmful conversation!

In the same fashion, if we in ACA talk too much about Codes of Ethical Practice before we are really willing and able to do something about them, we will do a profound disservice to the very large majority of principled people in camping by our premature ineptness in handling loaded situations. We will probably succeed in pointing up to the thinking and professional segments of the public the disparity between our pretenses and our practices.

### *Professional concept demands such criteria*

By Harold Loren

Director, Lincoln Farm Work Camp,  
Roscoe, N. Y.

All of us readily subscribe to the usual platitudes about proper moral and ethical conduct; yet, proposals for a Code of Ethics may lead to more harm than good in the development of public confidence in camping. Such a code (granted that it can be expressed in a positive manner) can only give the false impression that camping, in general, is guilty of nefarious and undesirable practices.

While attorneys and physicians may feel the need for a code to prevent unfair competition or practices inimical to the public interest, camp people are in quite another position. The lawyer or doctor functions primarily as an individual and is not subject to close public scrutiny. What camp director is not under the almost constant and direct observation (and criticism) of parents, staff and campers?

Sidney B. Alexander's suggested Set of Standards deals chiefly with business practices and the pecuniary relationships. Yet surely he, along with all of us, views his camping activity primarily as a profession; a vocation

## **Ethics Code may lead to more harm than good**

demanding specialized leadership. If all of us considered camp solely as a business venture, we would hardly look to ACA for leadership.

Maxwell Kushner's proposals for a code indicate that many items, of necessity, will have to be general and vague. Consequently, they lend themselves to varying interpretations, ambiguity and potential conflict. Who will be the ultimate arbiter to define and interpret clauses? Who will decide what action reflects credit, or does a discredit, for camping? How can a code be "general and applicable" when these terms are mutually contradictory?

Mr. Kushner talks of enforcement of the code. He points out that "A code is nothing but a scrap of paper unless provisions for its application are made . . . violation . . . can be made punishable by expulsion." Are we to believe that a camp's improper practices will automatically cease because of such a threat? This is a negative, and hardly constructive, approach to the upgrading of camping

ethics. What of camps presently not affiliated with ACA? Who will enforce a code by putting them out of what?

What is meant by "substantial agreement" on an item before it is adopted? Whose ethical standards will apply? Cannot intelligent people honestly disagree in this realm of ideas and concepts? Must one then be subject to majority rule?

The "adoption . . . of a formal code of ethics is impractical and unwise." Max Lorber's statement needs to be reinforced. Yes! Let's appraise our conduct and methods! Let's be alert and critical of the values held by some of our fellow directors! Camping standards can indeed be raised by open discussion, continuing educational programs within ACA Sections, improving camp facilities, engaging competent staff, implementing and raising ACA Standards, realigning our programs in light of pedagogical and psychological research and by honest, conscientious standards visitations. Laudable goals can be achieved without meaningless, ineffectual codes.

By Julian H. Salomon

Camp Consultant and Planner

The discussion of the pros and cons of a code of ethics for ACA raised questions that were answered in the early days of the history of the association. Twelve years after its organization, and after its consolidation with the National Association of Directors of Girls Camps, the Camp Directors Association adopted a code of ethics. This was formulated after considerable discussion by a committee under the chairmanship of Dr. Eugene H. Lehman.

While I adhere to Mr. Lorber's view, I believe that publication of this code will be of general interest. I suppose from a legal point of view that it might be considered to be still in effect, as in changing its name, the association did not rescind the actions taken by the organization under its former title. The code is as follows:

## **Questions were answered in early days of ACA**

### **Code of Ethics**

This Code has been officially adopted by the Camp Directors Association. It is required that members of the Association conduct their camps in accordance with the spirit of this Code, and it is hoped that other directors will do likewise.

#### **I. Principles**

1. A director should actively affiliate himself with the professional organizations in the camping field.

2. It is the professional duty of directors and counselors to assist at all times other directors and counselors by giving such information and advice as they can impart without detri-

ment to themselves or their work.

3. It is unprofessional for a person who is or expects to become an executive officer of one camp to visit another camp, to write for the literature of another camp, or to discuss camp matters with the executive officer of another camp, without first making known his present or prospective professional position.

4. It is unprofessional for the director of one camp knowingly to take the initiative in negotiating with a counselor who, during the preceding summer, was associated with another camp, without giving previous or simultaneous knowledge of



## Code of Ethics, Continued . . .

such negotiations to the director of the other camp; or for the first director to carry on such negotiations after a counselor has been signed up elsewhere.

5. It is unprofessional for a director to refuse to aid a worthy counselor to secure a new position or a deserved promotion.

6. It is unprofessional for a director to entertain an offer from a counselor who underbids a rival in order to secure a position.

7. It is unprofessional for a director of one camp knowingly to take the initiative in negotiating with a prospective camper who during the preceding season was a member of another camp; or to carry on such negotiations with a camper who has already been enrolled elsewhere.

8. It is unprofessional for the director of one camp to pass prejudicial criticism upon another camp with the purpose of preventing possible enrollments. While he is to discourage the founding and continuance of unworthy camps, he is to be free from prejudice, and to remember that parents or campers with a grievance are prone to exaggerate it; and he is therefore expected to sustain the attitude of his fellow director insofar as he reasonably and justly can.

9. A clear understanding of the law of contracts is incumbent upon directors, parents and counselors. It is unprofessional for a director to dismiss a counselor, or for a counselor to resign, except for an unusually good reason or in case of an emergency, during the season for which he has been engaged, or during a period of two weeks immediately preceding the opening of the camp.

10. It is unprofessional for a director or counselor to ignore any of the policies recommended or approved by the Camp Directors Association.

### II. Standardized Methods of Procedure

1. It is unprofessional for a director to enter into a secret or confidential agreement with the parent of such a nature as would lose the goodwill of the

parents of the other campers, were the conditions of the agreement to become known. This provision is to be construed so as to prevent price cutting in direct competition with other camps, but not so as to prevent camps from giving bona fide scholarships. A scholarship is to be interpreted as being an honorarium granted by the camp director to a camper because of the inability of the parents to pay the customary fees.

2. It is the professional duty of directors if a camper becomes ill and is likely to be or has been confined to bed for a period exceeding three days, immediately to notify the parents; and it is permissible under proper medical advice to send the camper to the hospital and leave him there in charge of a competent person. If an operation is under consideration, the director is expected to put forth every reasonable effort to get into consultation with the three best physicians available and then to render his decision in accordance with this medical advice.

3. If a parent enrolls his son or daughter in a camp, pays the required registration fee, and later decides to withdraw the camper, it is professional for the director to postpone decision on the question of making a refund, until after the close of the camp season.

(a) In the following cases it shall not be unprofessional for the director to retain the entire fee:

(1) If it turns out that the reason alleged for withdrawal was set forth in bad faith.

(2) If the camper registers in another camp during the season.

(3) If the camper withdraws at a date so late that his place could not be filled.

(4) If a camper is withdrawn during the camp season for any cause within the control of the parent or guardian other than that necessitated by the safety or welfare of the camper.

(b) In the following cases it is unprofessional to refund an amount greater than one-half the registration fee:

(1) If the vacancy was filled but the cause for withdrawal

was one within the control of the camper's family. (A vacancy is to be regarded as filled only when a camp has secured its capacity enrollment. An illustration of this case would be one in which a parent changes his mind, rents a house in the country for the summer, and decides to take his family with him.)

(c) In the following cases it is professional to make a complete refund:

(1) If the vacancy was filled and the cause for withdrawal was beyond the control of the camper's family. (An illustration of such a case would be one in which a serious accident or illness occurred in the camper's immediate family.)

4. When a camp changes ownership or directorship, care must be taken by the directors to represent the condition correctly, so that a longer duration of management than actually exists will not be stated or implied in the camp literature.

5. It is professional to use as references only those people who have reliable knowledge of the camp or the director, preferably both. References should be printed only with the certain consent of those concerned at the time the name is used. Changes in management, organization, or radical changes in policy necessitate a confirmation of references. The desire to use well known names should be kept subordinate to the responsibility of the reference for knowledge.

6. It is professional for a director to receive a commission upon sales made directly by outfitters to their campers, only under the condition and provided that:

(a) The payments represent compensation to the director for services rendered the outfitter in selection of proper merchandise and in the nature of a sales commission and as such be not indirectly paid by the camper as an additional charge over the usual retail price; and

(b) That receipt of such a commission be frankly and openly stated, with the reasons governing the practice by directors and outfitters, so that it be not made a secret transaction.

# Older Campers Choose

## Challenging Program



—Camp Wyoda Photo

By Margaret C. Duncan

**W**HAT TYPE of program shall we elect to have at camp next summer for older campers? Shall we impartially evaluate the effectiveness of former offerings for young people who have earned the awards and honors that accompany loyal participation in our program? Or shall we be guilty of "turning the blind eye" to this matter of program for older campers?

Realizing the importance of providing for program interests and needs of older campers with additional years for camping, who "drop out," I studied a wide variety of activity preferences of campers who attended American Camping Association member camps. This study of camper programming was made in connection with requirements for a Master of Education Degree at the Woman's College of University of North Carolina.

We know that interests can not be the only factor in determining what we shall offer this challenging age. For this reason, I reviewed camping, psychological and sociological references in search of a sound philosophy

upon which to offer the following activities, as expressed by campers from 14 to 16 years old who had attended camp a minimum of two years.

From the complete thesis I have selected the following listing because of its possible help to those who wish concrete suggestions of what activities many girls from private girls' camps would like to have continued. Of course, many of these activities are quite applicable for any camp, private or organizational.

Following are the 10 most preferred activities for older campers, in each of several categories, according to camper-expressed preferences. Activities are listed in preferential order.

### Regular Activities

Swimming  
Tennis  
Riding  
Canoeing  
Sailing  
Arts and crafts  
Campcraft  
Dramatics  
Riflery

### Special Events

Banquet  
Horse show  
Swimming meet  
Swimming pageant  
Camper-counselor day  
Inter-camp tennis  
Color War  
July 4th celebration  
Operetta  
Dances

### Leisure-Time Activities

Tennis  
Swimming  
Arts and crafts  
Sailing  
Choice of activity  
Canoeing  
Softball  
Boating  
Waterskiing

### Rainy-day Activities

Indoor games  
Free time  
Arts and crafts  
Dancing  
Writing letters  
Movies

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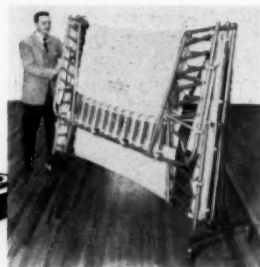
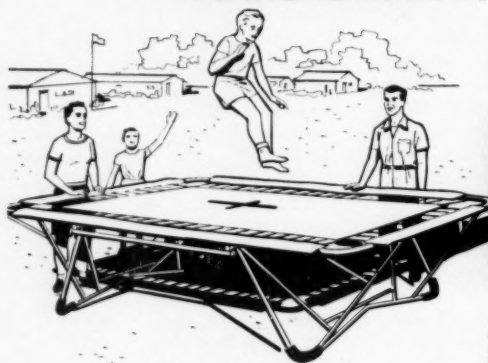
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### Co-ed Activities

Dances  
 General sports  
 Sailing  
 Recreational sports  
 Square dancing  
 Cookout  
 Campfire  
 Movies  
 Visit to and from boys' camp  
 Hayride

### Evening Programs

Plays  
 Moving pictures  
 Campfire  
 Singing  
 General activities  
 Parties  
 Vespers  
 Talent show  
 Skits  
 Swimming

### Miscellaneous

Lifesaving  
 Devotionals  
 Sunday chapel  
 Cabin talks  
 Archery  
 Council fires  
 Snack before bedtime  
 Treasure hunt  
 Tournaments  
 Canoeing at night

### Out-of-camp Activities

Trips  
 Canoe trips  
 Mountain trips  
 Hikes  
 Riding trips  
 Overnight  
 Trips - cultural  
 Trips - pleasure  
 Moving pictures  
 Long trips

Often we hear it said that older campers want something remote and impossible for a camping situation. I disagree. 425 different and plausible suggestions were made. Our young people want more challenging opportunities in the sports and skills they have learned and a chance to show their maturing loyalty, sense of responsibility and leadership potentialities. Our future staff members and patrons deserve all the consideration we can give them now.

—The author is an instructor in the Department of Health and Physical Education at Westhampton College, University of Richmond, Richmond, Va.

Camping Magazine, January, 1959



# More Adults in Today's Society— An Opportunity for Camping

By Louise Blackwell

**B**ECAUSE OF substantial changes in our social situation during this century, organized camping authorities now face an impelling challenge with respect to our adult population. When speaking of organized camping for adults, I am not referring to *family* camps. My interest is in the need for the camping experience of men and women over the age of 18. There is no upper age limit.

In the United States today there are almost 10 million people living alone, mainly in large cities. This group is made up of widows and widowers, who have no children or whose children have grown-up, and unmarried men and women.

In addition to lone persons who need and want camping experience, other prospective campers are parents whose children are in children's camps and thousands of couples who have no children.

These millions of people, many of them isolated in small homes or apartments in great cities, can expect to live 20 or 25 years beyond the accepted retirement age. Long life, itself a product of the modern civilization, demands continued mental and physical development. And who or what can contribute more to lifelong mental and physical growth than organized camping?

## Environment

The environment of city life, where the majority of people earn their living, cuts the individual off almost completely from healthful and refreshing out-of-doors activities. Furthermore, the routine of modern life tends to create individuals who are subject to habit and comfort to the point that they are afraid to venture into new situations which require them to make personal adjustments to other people or to give up a few gadget comforts.

For a person who lives alone year after year, a camping experience can

mean broadened horizons and enriched daily life. Even though the adult may be just as afraid as a small child who goes to camp for the first time, he will quickly find new and interesting friends and, most important of all, other people will find him interesting. The mutual responses will strengthen the self-respect of the lonely individual.

An organized camp for adults should be flexible enough to permit the individual to make himself comfortable with his fellow campers and with the educational and recreational activities offered. He should be free to participate or not, as he chooses, but the camp leaders should be skilled enough to understand the camper's reactions and to use leadership to help him become involved in camp programs to a rewarding degree.

## Education

The educational aspects of an adult camp, if they are to be of real value to the camper, must be intensified because an adult on a short vacation will ordinarily be in camp only about two weeks. For maximum benefits, the camper should choose, and concentrate on, one or not more than two projects which he can develop into meaningful, and possibly profitable, hobbies. A few suggested educational programs are: nature study, geology, art, handicrafts, photography, etc.

In addition to the study of individual-interest subjects, there should be guest speakers and discussion groups on various subjects for the benefit of all campers.

Recreation for adults should be geared to the interests and previous experience of the individuals and not necessarily to the age of the individual or to the learning of new skills for their own sake. Learning of new skills may be encouraged, but not required. As far as age is concerned, a 65-year-old man may play croquet because age has limited his agility

while a 25-year-old man may play croquet because he likes it. Here again the camp leadership should be aware of, and sensitive to, individual interests and physical needs.

Non-competitive group activities should be encouraged, because they enable campers to laugh and play together without fear of defeat or embarrassment for lack of skill.

## Recreation

The camp's recreation director should plan evening activities within camp and excursions out of camp for those who want to pursue special interests, attend concerts, plays, community festivals, etc. Adult campers should be free to leave camp after supper each day with the understanding that they will be in bed at a set time to avoid disturbing other campers. Adults are, after all, on vacation and a sense of freedom of activity is essential to a happy vacation for the person who is restricted by responsibilities of job and home all year.

Campers should be free to attend the church of their choice in nearby communities.

Requisite conditions for housing adult campers include:

(1.) Bathrooms should be in the same building with sleeping quarters.

(2.) Number of persons sleeping in one room should be limited.

(3.) Buildings should be comfortable on cool, rainy days, since adults are less active than children and as they grow older are inclined to suffer from temperature changes.

(4.) Lights should be so placed as to permit reading in bed.

These are only a few surface comments on the needs for, and means of, organized camping for adults, but they indicate a great challenge in this area of camping.

—Miss Blackwell is Executive Director of Camp Cherryfield for Adults, Brevard, N. C.

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REMEMBER

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By Stephen and Evelyn Baumann

**T**HE TERM "free choice" is being utilized with greater frequency today by camping people. If accepted per se, as an alternative to regimentation, it can become a misnomer or fad. There is need to look at such terms closely and to understand them in relation to method, content, and the basic needs of growing children. Use of the term "free-choice," we believe, should mean "free-choice within limits or structure." This concept needs to be understood and put into use by those of us responsible for programming in camps.

Today it is generally recognized that children reared by so-called laissez faire methods tend to lack direction and focus as adults. The late twenties and early thirties were years of "child centered" philosophies of child guidance and education. Children were to weigh alternatives and make their own decisions.

must be alert to evaluate individual progress and always available for sharing and conferring. In this way skill activities can become means of pleasurable expression, stepping stones to broader and wider personal successes and adjustments.

Summer camps, away from the confines of family and home, offer children unusual opportunities for acquiring skills, growth and maturity. At camp, children are separated from the usual day-to-day conflicts of parents, brothers and sisters. They can more safely acknowledge hostility toward family, express feeling toward counselors. Through use of activities and relationships with counselors and peers they can work out feelings and gradually learn to develop the "give and take" necessary to social adjustment.

This does not take place by "free-choice" alone. The total camping experience provides wide opportunities for companionship, sharing, coopera-

## Leadership Provides Depth for

## "Free-Choice Program"

There is no doubt the permissive approach is a tremendous step forward in contrast to the old, autocratic method once prevalent. However, studies now under way highlight weaknesses of the permissive approach. With the development of ego psychology, the concept of permissiveness has been replaced by one of "freedom within limits." Children need love and acceptance.

Positive leadership provides the "floor and ceiling" for free-choice program. Especially with younger campers, the specific activity is of lesser importance than the counselor. Leadership and counseling are the most important ingredients for motivation, selection, and opportunity for directed, purposeful action.

The procedures of free choice are like that part of the iceberg above water—small but distinctly visible. The big invisible portion can be likened to the guidance leadership in free-choice program—always there but not always discernible. Such leadership

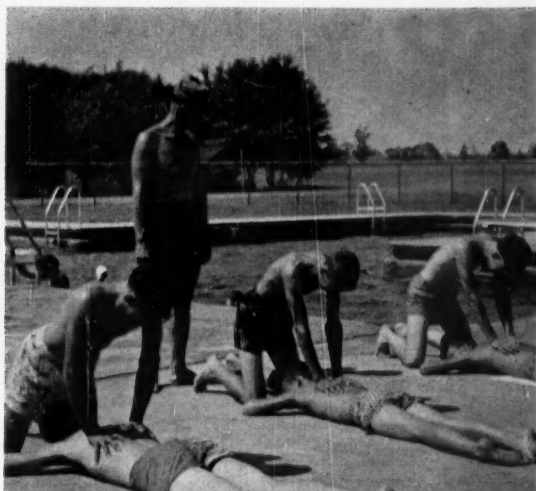
tive activities, learning of social skills, and personal expression. Basic to all this is positive leadership that can provide warmth and acceptance. Children today need opportunity for directed, purposeful expression of action within the camping structure. This means free choice programming within limits.

How we go about this depends upon the nature of our particular camp, whether organization or private, the kinds of children we serve, their ages, our understanding of their expressed and unexpressed needs and interests. If we are to move forward in the field of serving children through camping, we must continue to assess our methods of programming and integrate our approach with current knowledge in the field of education and child care. This is the challenge of professional camping today.

—Evelyn and Stephen Baumann are directors, Camp Conestoga, a co-ed camp in Michigan.

Camping Magazine, January, 1959

# Meeting Our Responsibility for ASPHYXIA



—Dayton Chapter, American Red Cross Photo

By John B. Dunne

**N**O CAMP DIRECTOR worth his salt has not spent wakeful hours pondering the hazards of asphyxia. To worry about drowning is to consider only one phase of asphyxia—asphyxia is the overall term used for stoppage of breathing. Since there is more than one hazard to respiration in operating camps, it is important to discuss our responsibility for overall asphyxia.

What other asphyxia cases may be encountered in camps? Campers or bathers may be struck by lightning, have contact with electrical wires or appliances, suffer heart failure. A blow to the head may cause interruption of breathing. Fulminating cases of respiratory poliomyelitis will present an acute asphyxia problem.

This isn't intended to *alarm* readers. However, only if we are alert to danger can we prepare for it in advance. Camps generally have kept pretty well abreast of camp and pool safety facilities, but there is always room for improvement. One fatality is one too many when you consider that health and safety is one of the major objectives of the camping program.

Here are some familiar and perhaps some new steps to take to prevent asphyxial deaths:

1. Provide enough properly trained personnel to supervise swimming, boating, canoeing and other water sports. Have a staff you can rely on

to protect their charges from danger of drowning. Exact from waterfront people adherence to duty beyond the average. Settle only for a group upon which you can rely to operate proficiently all the time, not just while supervision is around.

Be sure those who teach lifesaving do not pass anyone about whom they have the slightest doubt. Insist on proficiency in those allowed to use canoes. They must learn how to operate the craft safely, understand what to do when overturned or swamped and how to make canoe rescues. Those using other types of boats must be similarly instructed. Canoe or boat trips should be undertaken only by those of proven skill and under expert supervision. Horseplay must be eliminated.

2. Be ever alert to hazards around pools or at waterfronts. These danger spots must be pointed out to new personnel. A few are: the area under diving boards, a sharp drop-off from a beach, the shallow end where swimmers may be tempted to dive, chlorination equipment, and many others. They all need to be emphasized to responsible parties.

3. Eliminate all possible electrical hazards. Makeshift electrical wiring is all too prevalent around camps and at pools. Exposed to weather, wires and sockets often lose insulation—deterioration makes for electrical hazards. Don't take a chance! Re-

place worn equipment and install waterproof sockets. Check wiring to and in tents or cabins, for radios, shavers, heaters. It is often the simplest deviation from safe electrical practices that causes death.

4. Alert campers and staff to danger from exposure to lightning. Teach them to seek shelter immediately in permanent buildings if possible. They should leave pool or beach at first sign of lightning or appearance of thunderheads. If in tents, they should stay away from metal and ridgepole. If out in the open, they should lie down and discard metal objects. Teach them not to seek shelter under trees.

5. Train as many persons as possible in when and how to use artificial respiration. Teach it to every counselor and staff member and have them practice until proficient. If through this preparation one life is saved, the time is well spent. In addition, have as many people as possible trained in the entire first aid course.

6. Be prepared to handle a cardiac case, head injury, diabetic coma, poliomyelitis and other emergencies that may involve asphyxia. Among campers, chances of cardiac failure would most likely occur during extreme exertion. If a physician is not present, it is best to assume that the stricken person may need supportive treatment, possibly including artificial respiration. Every camp director



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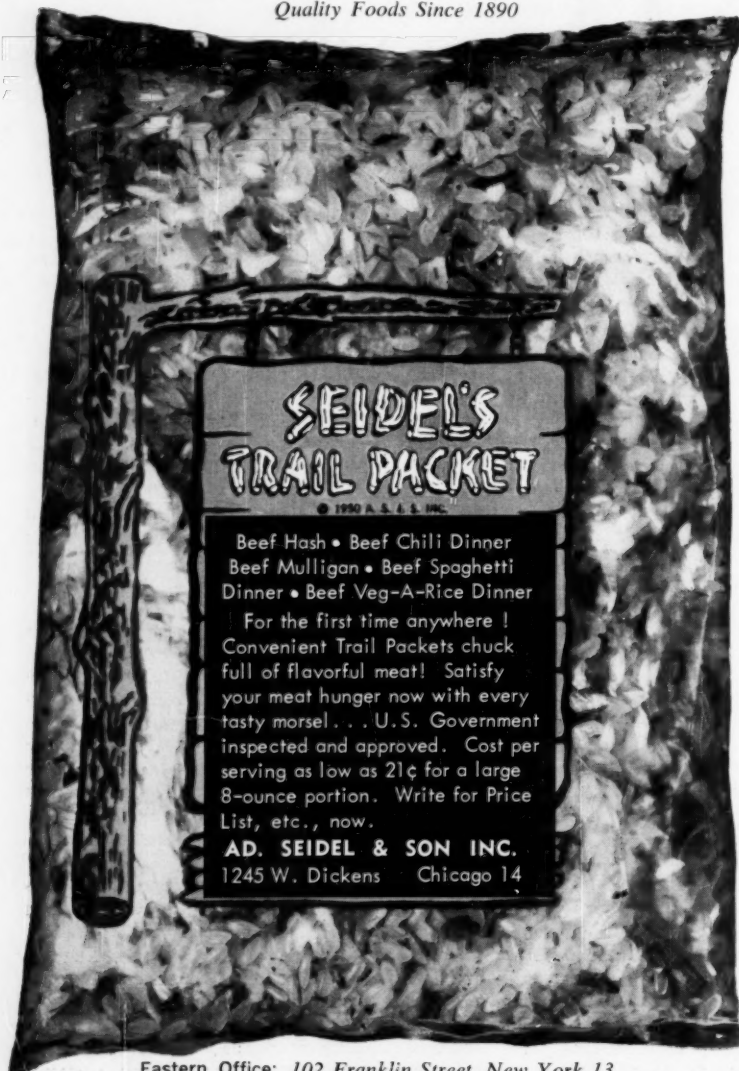
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should have the advice of a physician on the best steps to take in such emergencies.

Serious head injuries, respiratory poliomyelitis cases and diabetic coma often result in asphyxia and must be anticipated. If a patient's breathing becomes labored or ceases, it must be maintained artificially. This is often necessary for a prolonged period until the patient can be transported to a hospital.

7. Provide modern equipment to augment manual artificial respiration. Automatic equipment does not eliminate need for knowledge of manual artificial respiration. However, it may provide more efficient ventilation if in proper condition and used by one who has had considerable training in its operation, including the insertion of an oropharyngeal airway. When necessary to maintain artificial breathing for a prolonged time, a resuscitator has an added advantage because fatigue is not a factor.

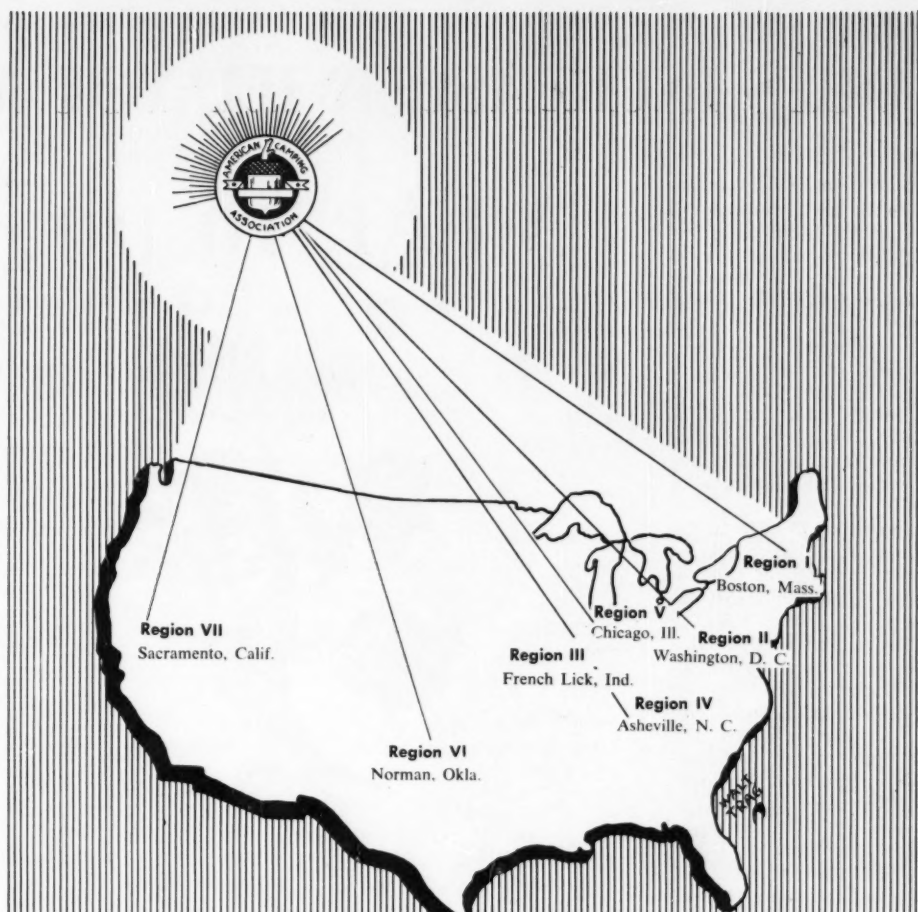
### Specifications

The resuscitator should weigh no more than 30 pounds. It should have provision for air dilution so that a cylinder will last almost an hour. Means should be provided for attaching to an outside cylinder. Positive and negative pressure should be adjustable. It should be possible to administer only positive pressure if the physician dictates this procedure. It should be possible to aspirate material from the patient's throat independently of the resuscitator valve. When a patient can breathe for himself, an inhalator phase should be provided which will operate without changing the facepiece and with a minimum of adjustment.

By providing modern equipment and training for those who use it, a camp director will fulfill not only his responsibility but will also be establishing good public relations.

The steps suggested to meet our responsibility for asphyxia are by themselves simple. Together they constitute a real bulwark of defense. They are basically good common sense safety rules and need to be implemented by the individual camp. Following the overall program will insure an excellent first line of defense against needless death by asphyxia.

—Mr. Dunne, presently connected with the Medical & Hospital Dept., of Globe Industries, Inc., was formerly Director, Episcopal Orphanage Camp, Beacon, N. Y., and Assistant Director of a Red Cross Aquatic School.



## Seven Fine "Regionals" Planned

ACA's seven regional conventions promise to be high spots of the coming pre-camp months. Each convention is planning to serve members with outstanding speakers, discussion groups and exhibits. Each will help camp directors evaluate last season's camp and plan for the coming year. Make your arrangements now to attend one or more of the fine ACA Regional Conventions.

**Region I:** January 23-24 at the Hotel Statler, Boston, Mass. Waldo E. Stone is Convention Chairman. For information write New England Camping Assn., 110 Tremont St., Boston 8, Mass.

**Region II:** March 19-21 at the Shoreham Hotel, Washington, D. C. Fred Carl is Convention Chairman.

Camping Magazine, January, 1959

Write him at YMCA, 1736 G St., NW, Washington 6, D. C.

**Region III:** February 12-14 at the French Lick-Sheraton Hotel, French Lick, Ind. Louis D. Hasenstab is Convention Chairman. Contact him at Indiana Dept. of State Parks, 311 W. Washington St., Indianapolis, Ind.

**Region IV:** March 11-14 at the Battery Park Hotel, Asheville, N. C. Herman and Harry Popkin are the Convention Co-chairmen. Their address: 2648 Margaret Mitchell Drive NW, Atlanta, Ga.

**Region V:** February 26-28 at the Conrad Hilton Hotel, Chicago. Miss Marjorie Cooper is Convention Chairman. She may be reached c/o Camp Fire Girls, 203 N. Wabash Avenue,

Chicago 1, Ill.

**Region VI:** February 19-21 at the University of Oklahoma Extension Division Study Center, Norman, Okla. Gerald Grunz is Convention Chairman. Address him at YMCA, 1639 S. Florence Place, Tulsa, Okla.

**Region VII:** March 5-7 at the Hotel Senator, Sacramento, Calif. Dr. Mildred Stevens is Convention Chairman. She may be addressed c/o Sacramento State College, Sacramento, Calif.

Check your date book now, and see how many of these fine conferences you can participate in. All will be different, all will be inspiring, and all will add to your knowledge of camping.

# DUES INCREASE: WILL YOU MEET

At the 1950 National ACA Convention the following basic principle was approved: "That the operation of our national headquarters and the services to Sections, camps and members should be financed with the income from membership dues." This principle has been re-affirmed at each succeeding meeting of the Board of Directors. At the same time it was agreed that every effort should be made to interest foundations and other potential sources of funds in financing special projects and the initiation of new services.

In 1956 a grant of \$33,640 by the W. K. Kellogg Foundation enabled ACA to employ a Standards Director and to embark on the Standards implementation program which has been so very successful. But next July the Kellogg grant expires and we are obligated to assume responsibility for financing the \$15,000 annual cost within our own operating budget. The continuing success of our Standards program is dependent upon our interpretation to parents and the public of what we mean by ACA approved member camps. Your Board of Directors has also been studying ways and means of meeting the many requests for programs of leadership training, camp program services, camp development and research.

## Strengthen Section Treasuries

Local ACA Sections, too, are handicapped because of increasing costs and inadequate finances, especially when faced with the expenses involved each year with camp visitations. All Section Treasuries need to be strengthened in order to more adequately serve our members through workshops, training courses and regular Section programs.

Looking ahead to the fiscal year beginning July 1, 1959, your Board frankly faces two alternatives: (1) *Eliminate some of our present services, reduce our Headquarters staff and abandon plans for increased services, or* (2) *Increase ACA membership dues.*

The accompanying plan of dues revision was adopted by the Board after long hours of study during the past twelve months. It will be submitted to you, the members, for a vote of approval in April. The decision rests with you: Increase dues or reduce services.

*T. R. Alexander*  
President

## WHAT TO DO?



## Three Objectives Guide ACA Board

In seeking a new dues "formula" the Board was guided by three objectives:

**SIMPLICITY** — The plan as proposed reduces the number of camp categories from four to just one. A number of Sections have urged that if dues are again revised, we eliminate the multiplicity of camp categories.

**EQUALITY** — The new proposal uses a formula of basing the dues on gross income of the camp, the most equitable, fairest, solution which the Board could develop. Under this plan, every camp will carry its "fair share of the load."

**FLEXIBILITY** — The Board wanted a plan which would eliminate the need for any future revision of the dues. Generally speaking, we can expect the operating expenses of camps and of ACA to ebb and flow with the national economy. Basing dues on gross income will automatically adjust ACA income to the national economy.



# THE CHALLENGE?

## ACA NEWS OF THE MONTH

### Proposed Dues Revision

**STUDENT** — \$4.00. For full-time graduate and undergraduate students interested in camping.

**INDIVIDUAL** — \$10.00. For camp staff personnel (other than owner and director, counselors, and individuals interested in camping.)

**EXECUTIVE** — \$15.00. For individuals holding executive or administrative positions in camps, agencies and organizations; (camp directors and owners, board and committee chairmen, etc.)

**SUSTAINING** — \$50.00 or more. For individuals and organizations who wish to give ACA support beyond the standard classifications.

**CAMP** — Effective July 1, 1959: \$15.00 plus \$1.00 for each \$1000 of gross income of the camp. Maximum dues: \$70.00.  
Effective July 1, 1960: \$20.00 plus \$1.00 for each \$1000 of gross income of the camp. Maximum dues: \$100.00.

#### MULTIPLE MEMBERSHIP

*Effective July 1, 1959:* Local agencies, organizations and corporations operating three (3) or more camps may, if they wish, apply for membership for all of their camps by

paying dues of \$15.00 plus \$1.00 for each \$1000 of the total gross income of all camps involved, provided that the resulting dues average at least \$15.00 per camp. (Effective July 1, 1960, the \$15.00 figure is raised to \$20.00).

The term "local agencies, organizations or corporations," is intended to mean an office where the financing and administration of the several camps is under the direction of one individual or staff.

**Day Camps** — If an agency operates a number of day camps, each of which has a staff of volunteers and with one person responsible as administrator or coordinator of the several camps, one camp membership for all of the collective camps would be appropriate. Volunteers include leaders who receive token payment to compensate for such personal expenses as transportation and baby-sitters.

**Church Camps, School Camps, etc.** — If an agency provides a camp facility which is used for short periods by groups within the organization, each of which supplies its own leadership and program, one camp membership, held by the parent body would suffice. However, such a membership would not apply to groups using the camp who are not a part of or have no direct connection with the parent body.

### Gross Income Redefined For Membership Purposes

Gross income includes all income of the camp from registration, tuition, gifts or grants, agency or organization appropriations, etc.; it includes all expenditures required for the complete operation of the camp. Gross income does not include items commonly referred to as "wash" or "in and out" accounts. For example, if campers pay for insurance or transportation and the camp in turn pays the same amount to the insurance or transportation company, the camp, in effect, has no control over the amount and should not include the total in the gross income figure. Gross income does not include monies derived through rental to other groups using the facilities if such monies are not used in the operation of the camp. It includes only monies derived from or used for the operation of the camp insofar as the camp is concerned as it relates to membership in ACA.

Camping Magazine, January, 1959

## ACA Faced With Its Greatest Decision, Says President-Elect

There are moments when every organization's future teeters in balance; when a decision is the difference between mediocracy and greatness. We believe ACA has been in such a position on several occasions and met each challenge aggressively and forthrightly.

The past decade has been one of great advances for ACA. We are now faced with perhaps our greatest decision, if we are to keep pace with our past services to members and Sections and continue our growth and recognition as a professional organization.

In the foreseeable future our dues

structure will fail to provide the income necessary to carry on the total work of the Association. We have one of two courses to follow. The first we hesitate to mention for who among us wants us to hesitate or pause in our efforts in service to camping. The second, our usual attitude, is to come to grips with the matter and rely on membership to put our collective shoulders to the wheel and carry us over the horizon.

Your Board has recommended a dues increase; in April you will receive a ballot. Vote your considered conviction with consideration for all camping as your motivation.

Fred V. Rogers  
President-Elect

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OUTDOOR  
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GOLF TEES AND TRAPS  
SPRINTING TRACKS  
BADMINTON COURTS  
HANDBALL COURTS

## Conservation Film to Be Released

Spring 1959 will see release of a new film on conservation in camps, it has been announced by Reynold Carlson, director of ACA's conservation project. The film was prepared by the Audio-Visual Dept. of Indiana University, making use of funds supplied by the Lilly Endowment.

Most of the footage in the new motion picture was secured from camps throughout the country, with additional shots coming from the National Audubon Society and the U. S. Department of Conservation.

For information on use of the film, contact ACA headquarters, Martinsville, Ind.

## School Camping Workshop Set

A workshop for the purpose of consultation on outdoor education and school camping has been set for January 8-10, according to announcement from ACA's School Camping chairman, Barbra Holland, co-ordinator of outdoor education for the Dearborn, Mich. Public Schools.

The meeting will provide opportunity for persons with outdoor education responsibility in schools to meet at ACA headquarters with representatives of the camping association, for exploration of relations which should exist between the organized camping movement and the developing field of outdoor education in a camp setting.

Among other topics on the agenda will be consideration of use by school groups of organized camp facilities, relationships of leadership training programs of the two groups, and possibilities of published materials which would assist all camping groups.

Additional information and detailed program data may be secured by contacting Miss Barbra Holland, Dearborn Outdoor School, Mill Lake, Chelsea, Mich.

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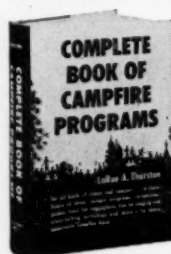
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## Camp Leader Passes

Marie Lafferty Cortell, for many years active in ACA and camping, passed on recently in New York. She had served as a New York Section officer and an ACA committee member. Her professional affiliations were with the YWCA and the Federation of Protestant Welfare Agencies.

Mrs. Cortell also was the author of a book "Camping with Purpose," and the conductor of a six-months survey of camping in Egypt, at the request of the Egyptian government.

Camping Magazine, January, 1959

## Colleges Plan Credit for Camp Experience

Thirty-three colleges and universities presently give either undergraduate or graduate credit for camp leadership experience, and approximately 50 more have indicated they plan to extend their camping education program.

This is indicated by the results of a survey of present practices and opportunities for awarding academic credit based on camp leadership experiences. The survey was carried out by Richard M. Mueller, of George Williams College, and reported to the ACA Board of Directors by Gunnar Peterson, president of ACA's Chicago Section and chairman of the Association's College Instructors Committee.

Of the schools questioned, 130 answered. Credit on an undergraduate level is awarded by 27 institutions, six give graduate credit, and nine award both undergraduate and graduate credit. Some 55% of the 88 schools not presently giving credit indicated they are moving in this direction.

Of the responding schools, 55 are connected with camps. Students pay their own way in 56% of these, 11% pay camp tuition for the students, and 33% make no charge to either student or camp. Some 43% pay their students for summer camp leadership work.

Most of the schools indicate that they either run camps themselves or desire camps they can run themselves. A smaller group indicated acceptance of camps which insure good supervision and are fully accredited by ACA.

### Correction

On page 27, in the article "Proposed Dues Revision," the paragraph on Individual Dues should read:

**INDIVIDUAL—\$10.00.** For camp staff personnel (other than owner and director), counselors, and individuals interested in camping.

## Save with UniMac Laundry Equipment ... Fast and Convenient!



Camps everywhere are solving their laundry problems with a UniMac washer-rinse-extractor combination and a dryer.

UniMac's on-the-spot speed saves time and money. Personal laundry, sheets, pillow cases and towels are ready when you want them. No delays! Time-consuming counting and checking are eliminated. No long hauling for out-of-the-way camps.

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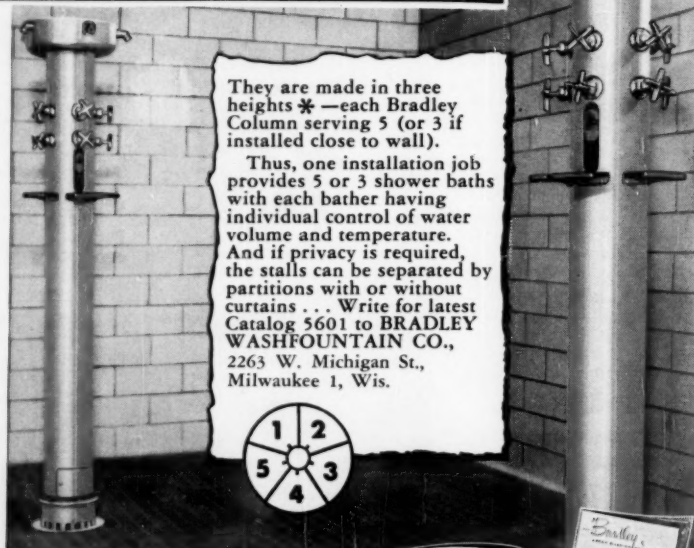
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They are made in three heights \*—each Bradley Column serving 5 (or 3 if installed close to wall).

Thus, one installation job provides 5 or 3 shower baths with each bather having individual control of water volume and temperature. And if privacy is required, the stalls can be separated by partitions with or without curtains . . . Write for latest Catalog 5601 to **BRADLEY WASHFOUNTAIN CO.**, 2263 W. Michigan St., Milwaukee 1, Wis.



\*Photo shows two Bradley Multi-person Showers. Made in three heights; 6-foot, 5½-foot and for the smaller folks, 5-foot.

**BRADLEY**  
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## **Unique Projects Set By ACA Sections**

**Region I:** New England's Regional Convention, to be held at the Hotel Statler, Boston, January 23 and 24, is chaired by Waldo E. Stone. One of the highlights of the program will be advice on camp publications from Dr. Joseph M. Murphy, Director, Columbia Scholastic Press Association. Dr. Murphy, who participated in the successful camp publications conference last summer at Camp Zakelo, suggests that members bring copies of their camp papers to the meeting.

**Region II:** In November, New York Section heard an able presentation by Otto Rosahn of material sent in by 100 camp directors. These comments on the 1958 and 1959 seasons centered mainly on costs, personnel, safety and program.

New York Section's Counselor Placement Service will soon reopen. The Placement Committee interviews applicants, and information about those accepted is placed on file. Camps of more than 100 children pay \$25 per year to use the files; others pay \$15.

New York Section has mailed out questionnaires for the directory of camps that goes out to parents. The 1959 edition will list, for the first time, only those camps which have been visited and found to comply with ACA Standards.

Eastern Pennsylvania Section, in conjunction with the Central and Western Pennsylvania Sections, is preparing to submit recommendations to guide the State Legislature in developing a Camping Bill which apparently is in the offing.

In preparation for the forthcoming 35th Anniversary of the Eastern Pennsylvania Section, Morris B. Ginsburg, its Executive Secretary, and Camping Consultant of the Health and Welfare Council, is doing some research in the history of the Section. The results are being published in the Section's bulletin.

Western Pennsylvania Section's December meeting had as guests students from other lands who worked in camps last summer. Some told of their experiences as counselors, and a film featuring foreign staff members of Camp Kon-O-Kwee was shown.

**Camping Magazine, January, 1959**

Region III: Michigan Section has recently moved into their new offices at 1030 Woodward Ave., Detroit 26. Members are being invited to send in brochures and camp pictures. Soon announcement will be made of the opening of the offices and parents interested in camping are invited to browse through the files of brochures. Also planned is a series of clinics for parents on such topics as "Selecting a Camp for Our Child" and "The First Summer Away from Home."



Region IV: Southeastern Section's first publication, "Present Day Organized Camping in North Carolina," by Karen Johnson, is now ready for sale at \$2. Order from Harry Popkin, Chairman, Studies and Research Committee, 2648 Margaret Mitchell Dr., NW, Atlanta 5, Ga.

Region V: Mrs. Joseph Soffen, Instructor in Group Dynamics, University of Wisconsin, spoke to the Wisconsin Section's December meeting on the subject, "Group Dynamic Techniques for the Camp Administrator." Gilbert Sanborn, Manager, Wisconsin State Employment Service, discussed the Camp Staff Placement Plan.

Region VI: The November 20 Fall Conference of the Texas Section featured the following speakers: Richard Doty on "The Third Dimension of Camping," Nancy Swank on "ACA Moves On," T. R. Alexander, National ACA President, on "New Horizons for Camping," and Oleda Schrottky, National Girl Scout Program Division, on "Does Camping Fit the Space Age?"

Region VII: Frank (Scotty) Washburn is Chairman-elect of the Pacific Camping Federation and will take office at the annual spring conference in Sacramento, Calif., March 5-7, 1959. He succeeds Ford Carr, who will preside at the meeting of the board of directors preceding the conference.

Camping Magazine, January, 1959

## CONSIDER THE STRENGTHS of REDBOOK MAGAZINE

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## ATTENTION CAMP DIRECTORS

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# menus

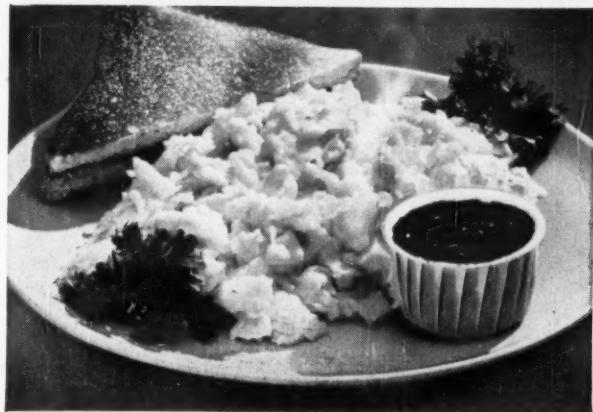
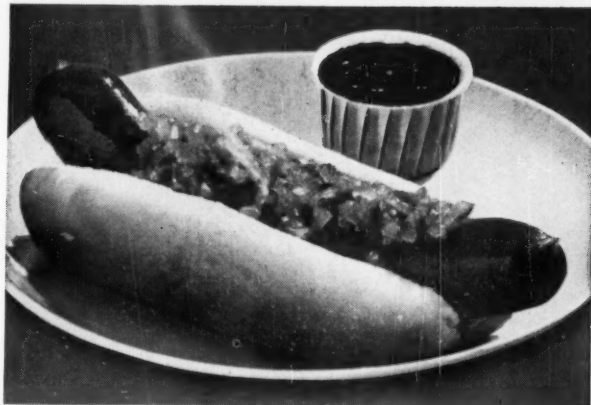
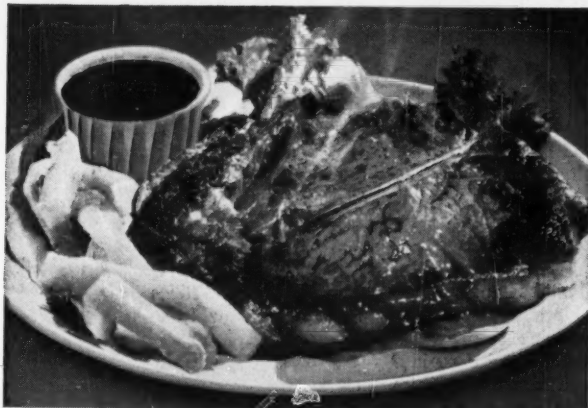
## Suggestions for a week of well-balanced camp meals

	BREAKFAST	DINNER	SUPPER
<b>Sunday</b>	Banana Cold cereal Whole wheat bread Orange marmalade Milk	Roast lamb with currant jelly Boiled potato Frozen mixed vegetables Ice cream — fudge sauce White bread Milk	Sliced cheeses Cold sliced meat-loaf Tomato, cucumber, lettuce Fruit cocktail Oatmeal cookies Rye bread Milk
<b>Monday</b>	Frozen orange juice Wheatena Scrambled eggs Cracked wheat bread Milk	Frankfurters Hot potato salad Beets and greens Plums, canned Milk Buns	Tomato juice or hot tomato bouillon Perfection gelatin salad Spice cake, mocha icing Toasted cheese sandwich on white bread Milk
<b>Tuesday</b>	Banana Cold cereal Raisin bread Milk	Roast sirloin of beef Boiled potatoes Zucchini squash Fruit jello Cracked wheat bread Milk	Chili con carne and crackers Relishes Cherry cobbler Rye bread Milk
<b>Wednesday</b>	Frozen orange juice Cold cereal Scrambled eggs with bacon White bread Milk	Steer liver with creole sauce Fried potatoes Canned peas Ice cream French bread Milk	Macaroni and cheese Cabbage-carrot slaw Sliced tomato Apple goodie Whole wheat bread Milk
<b>Thursday</b>	Cantaloupe Oatmeal Whole wheat bread Orange marmalade Milk	Roast loin of pork Boiled potatoes Fresh green beans Canned apricots Sugar cookies Cracked wheat bread Milk	Baked hash with catsup Carrot-raisin salad Butterscotch pudding Rye bread Milk
<b>Friday</b>	Frozen orange juice Cold cereal Scrambled eggs Rye bread Milk	Fresh fish Creamed potatoes Corn on cob Ice cream Whole wheat bread Milk	Baked beans with Boston brown bread Dutch lettuce Fruit cocktail Milk
<b>Saturday</b>	Banana Cold cereal Cinnamon biscuits Milk	Meat patties Browned potatoes Carrots and frozen peas Chocolate fudge pudding Buns Milk	Spaghetti with meat sauce Green salad, French dressing Watermelon French bread Milk

—These menus were planned cooperatively by the Nassau County, N. Y., 4-H Club Agents and the Department of Institution Management, New York State College of Home Economics, for use in 4-H camps.

From time to time *Camping Magazine* will run additional menus for a week. It is suggested that directors will find it helpful to save these menus for planning the coming season's meals.





# Heinz Ketchup

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# Heinz



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# Should Camps Provide SURVIVAL TRAINING ?

By Gunnar Peterson  
and Norman Hall

**T**HERE HAS been much talk, since World War II, about "survival training." Numerous suggestions have been made that such training should be introduced into camp programs.

## Enrich Program

The writers believe that, basically, this is a good idea. But we hasten to point out that "survival" should not be treated as a scare technique to frighten campers into becoming worry-warts. Nor should eager camp directors tie survival training in with Sputnik, atomic blasts and desolation.

Addition of survival training to the camp program—even though it probably should not be so labeled—can have the result of not only preparing campers for any eventuality but also of considerably enriching many camp programs. Camp directors might approach the subject from the standpoint of teaching campers how to take care of themselves if they become temporarily lost, of seeing how simply and well a person can live with a minimum of equipment.

Training of this sort might very possibly add some new and interesting features to your program, and might also be the means of developing a nature program of maximum camper interest and value.

If you are interested in any of the objectives outlined above, you will find the following list of questions stimulating thought-starters. They should be valuable, too, for counselor thinking as they are planning their programs for next summer. The questions are raised by a counselor who has himself had much experience in this area. They are questions which

occur to him as he considers ways in which camp programs might be enriched by activities in the area of survival training.

How can survival be worked into a resident camp program? A day camp program? A tripping program? A caravan camp? Weekend camping?

Does the nature counselor point out edible plants in your area? Has he ever introduced eating of pine seeds to campers? Has he ever cooked grasshoppers or grubs for interested campers? Have your campers eaten grass seeds or some of the edible roots in the vicinity of your camp? Has your camp ever made pemmican?

## Trip Leader's Part

Does your trip leader show campers how to orient themselves? Does he help them to find their directions when on the trail? Do they know that "the big tree that looks like an Indian head in the evening" is east of the camp?

Have campers ever had spruce tea on the trail? Have they ever chewed sassafras or licorice root? Do they know how to purify water? Have they ever cooked dandelions or nettles for one of their out-of-camp meals?

Does the trip leader encourage personal cleanliness on the trail? And what about foot care? Have campers ever made their own fish line and hooks—and caught something?

Do both day and night campers have sleep outs? Can they make a bed for themselves? Do they know that it is better to have more under them than over them when sleeping out? Have they gathered wood and hauled water for a meal? Do they try learning to cook? Have they eaten

fresh fruit from the vine? Have they ever found a bird's nest?

Do weekend campers know where squirrels spend the winter? Do they know where he hides his food? Do they know how to dress for winter camping and travel in the snow?

Did they go camping that rainy weekend and have a good time anyway? Do they know how to dry out wet boots? Can they find their way in the bush when it is misty? Are they able to light a fire out in the open when it rains?

Have your caravan campers camped in the mountains, the desert, the plains, on the seacoast and in the rain forest? Do they know what wood makes the best cooking fires?

Can they recognize any fruits, nuts, birds or similar animals from one area to another? Have they ever looked for water in a dry wash or for a spring along a mountain side?

## Good Camping Activities

Did they do some rock climbing? Have they ever tried to ford a stream? Can they start a fire without a match when the wood is wet? Did they wonder why the potatoes took so darn long to cook at 10,000 feet?

All of these questions relate to activities which — by whatever name they may be called — are related to survival training . . . and also to good camping.

—Mr. Peterson is director of outdoor education, Chicago City Missionary Society and has been active in ACA for many years. Mr. Hall, who makes his home in Vancouver, B. C., is a recent graduate of George Williams College, Chicago.

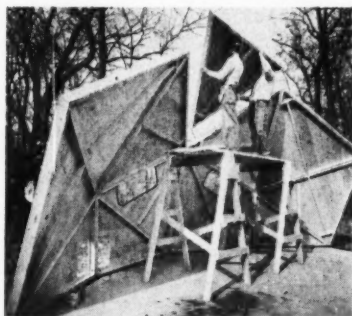
Camping Magazine, January, 1959

EQUIPMENT • SERVICES • SUPPLIES

Keating of Chicago, Inc., 1210 W. Van Buren St., Chicago, offers a new Keating Fryer catalog. It illustrates institutional-size fryers manufactured by the company and gives recipes and general information for good frying results.

A new transistor-powered Audio-Hailer portable megaphone is reported to project speech over half a mile. The unit operates on standard flashlight batteries and uses four power-transistors to produce an output of seven watts. For information write Audio Equipment Co., Inc., 75 Harbor Rd., Port Washington, N. Y.

Cloroben Chemical Corp., 115 Jacobus Ave., South Kearney, N. J., has recently made their product available in gallon and five-gallon drums through institutional suppliers, as well as in pint and quart cans. Cloroben is manufactured to end clogging of septic tanks and drains. Write for descriptive brochure.



Camps hard pressed to house expanding enrollments may want to investigate Pease Domes, a new concept in low cost building. Design is engineered on a system of triangular wooden panels, and weight is transferred to the ground without use of load-bearing walls or beams. It is reported that two men can erect a Dome in a few hours by bolting the factory-assembled sections together.

Crafttools, Inc., 396 Broadway, New York 13, announces a new series of instructional Wall Charts and Work Sheets presenting step-by-step visual aid for creative crafts and arts such as etching, wood and linoleum cutting, bookbinding and sculpture. A set of Charts and Work Sheets will be sent

free to camps requesting them on their letterheads. Price to individuals is \$2 for the Charts and \$.80 for eight Work Sheets.

Write to National Studios, 42 W. 48th St., New York City, for their Slide catalog listing 800 titles of "Songs America Sings." Songs range from barber-shop harmony to current hit numbers.

For information on Kleeco steel docks, both stationary and floating, write Klein Steel Co., 462 N. Buckeye St., Bellevue, Ohio. These docks are manufactured to reduce maintenance costs and eliminate splinters, nails, sharp edges, and rapid deterioration.

Kits containing strips of Fiberglas cloth and Epoxy adhesive for leak-proof seal on plywood, wood, metal and previously painted boats are offered by Neehi Protective Coatings, Inc., 340 W. Hoffman Ave., Lindenhurst, N. Y. Kits come in two sizes, Junior for prams and dinghies up to 8', and Senior for hulls up to 12'.

The Bascome Boat Holder of Mamoroneck Marine Speciality Co., Inc., Mamoroneck, N. Y., is a device for safer and easier boat mooring. Spring action permits arms to grip a boat and prevent swinging and rubbing against other boats or dock. Arms fold up to allow a boat to come in broadside. Manufacturer reports that boats held by this method can safely ride out severe winds, current and tides.

A portable, fold-away ping pong table said to wheel anywhere and set up quickly is announced by Halde-man-Homme Mfg. Co., 2580 University Ave., St. Paul 14, Minn. Frame and fold-away mechanism are of steel and table is equipped with rubber tired casters.

If you are in the market for a Fiberglas boat, you may be able to save on freight cost through Larson Boat Works' decentralized manufacturing. Boats are being molded in Minnesota, Georgia, California, Wyoming and Ontario, Canada. For information write to Larson Boat Works, Inc., Little Falls, Minn.,

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**CAMP SOMERSET** for Girls in Maine has openings on staff for swimming instructors (ARC), athletics, tennis, tripping, canoeing, sailing, golf, water skiing, riding, dramatics, riflery, fencing, crafts, music (piano), general counselors and assistant head counselor. Applicants must be 21 years of age with previous camp counseling experience. Salary range \$250 to \$500 depending upon experience plus transportation allowance, clothing allowance, etc. 150 campers and 50 staff. Write Allen Cramer, 300 Central Park West, New York 24. LABCD

**PART-TIME**, male, to organize and lead units, conduct week-end camping. New boy's organization. Write Box 620, Camping Magazine. LA

**SUCCESSFUL WISCONSIN CAMP** has opening for experienced Assistant Director interested in helping with enrollment. Attractive financial arrangement for qualified person. Write Box 626, Camping Magazine. LA

**COUNSELORS — BOYS' CAMP — MAINE** Head counselor — land and water sports and general counselors; including riding, water skiing. Age 20+. Salary 200-600. Write Box 642. LA

**PROGRAM DIRECTOR:** N. H. girls' camp following preferred: also WSI, fencing, crafts, drama, dance, archery, tennis. Camp Wunnegen, 29 Ocean Ave., Winthrop, Mass.; 75 S. Park Dr., Old Beth Page, L. I., N. Y. LA

**CAMP DIRECTOR:** 7 weeks' season. Chautauqua Lake, 55 acres, 100 campers, excellent waterfront facilities. Apply: Jamestown Girl Scouts, Cherry St., Jamestown, N. Y. LA

**COUNSELORS.** Southern Michigan, private, coed. Rated instructors for riding, swimming, campcraft, riflery, sailing, athletics and general. Food manager, cooks and nurse. Write Lake of the Woods, 8001 Dorchester, Chicago 19, Illinois. abc

**BERKSHIRES, CO-ED.** Openings for qualified men and women. Over 20. Also working couples. Waterfront, crafts, athletic, Unit Heads. General. Write: R. F. Gilbert, 7 East 42nd St., New York 17, N. Y. a

**CAMP DIRECTOR.** Unit Staff. Waterfront. Cooks, Nurse, Handyman. 6 week camp. 60 girls. Write Saginaw County Girl Scouts, Saginaw, Michigan. a

**CAMP DIRECTOR,** experienced. Minimum age 25, to direct large resident camp. Staff of forty. Write Camping Department, Girl Scouts of Philadelphia, 1211 Chestnut St., Philadelphia 7, Pa. ab

**GROUP COUNSELOR,** specialist, coed camp, 90 miles west of Washington, D. C. Top salaries. Qualified staff. Camp White Mountain. Winter address: 3402 Park Ave., Richmond, Va. ab

**HEAD COUNSELOR:** Coed camp of 100. Blue Ridge Mtns. of North Georgia. Experienced in camping, personnel, programming. Excellent salary for the right man. Write Advertiser, Box 458, Ellijay, Georgia. a

**COUNSELORS:** A tennis and a riding counselor needed in New Hampshire camp for girls. Mature, over 25 years of age. 50 to 60 campers. Write Box 646. LA

### Help Wanted

**CAMP DIRECTOR.** Summer 1959. 35 miles from Washington, D.C. Prefer person residing in area. Camp management and programming experience. Excellent salary and facilities. Potomac Area Camp Fire Council, 1810 N Street, N.W., Washington 6, D.C. LA

#### CAMPCRAFT DIRECTOR

Highly experienced, male or female adult with tripping background for long established private girls camp in Maine. Commensurate salary. Write Box 640. LA

**CAMP DIRECTOR:** Program: established, primitive troop camping. Girl Scout camp experience preferred. Write Little Cloud Girl Scout Council, 210 Lincoln Bldg., Dubuque, Iowa. LA

**COUNSELORS,** male and female. Long established private Connecticut co-ed camp requires experienced girls head counselor, dramatics, ARC instructor, crafts, tennis, athletics, trip & pioneering, group leaders, cabin counselors, working couples considered. Irving Greenberg, 67-38 108 St. Forest Hills 75, N. Y. tf

**COUNSELORS:** Tennis, athletics, sailing. Small, co-ed saltwater sailing camp. Boothbay, Maine. Lester Rhoads, 251-18 61st Ave., Little Neck 62, N. Y. LAB

**COUNSELORS,** progressive co-ed camp, New York State. Experienced group leaders and specialists for waterfront, construction, music, folk dance, dramatics, arts, crafts, athletics, tennis, nature, fencing. Also dietician, RN & MD. Write Box 537. LABCD

**WAH-KON-DAH,** Ozarks nationally known private co-ed camp seeks male & female cabin counselors, archery, riflery, nature lore, art crafts assistant; small craft, water front Red Cross WSI; dramatics, tripping, scouting, camp crafters with cooking skills, fishing, must be expert caster; registered nurse; pianists & song leader, dancing, water skiing instructor, adult unit heads with previous camp experience who are seeking advancement and permanent connections. Couples going into professional camping. Write Ben J. Kessler, Camp Wah-kon-dah, 106 S. Hanley Rd., St. Louis 5. LABC

**QUALIFIED TRIP MAN —** Adirondacks boys' camp. Experienced woodsman capable of organizing, supervising, leading and stimulating interest in outdoor camping. Salary \$800, ten weeks. Send picture, give background. Write Box 641. a

**EXPERIENCED WOMAN OWNER** and Director of established private girls camp of 37 years of successful operation in the Middle Atlantic area, is seeking an associate in the 35-45 age bracket, who is interested in acquiring an ownership interest, looking toward complete acquisition of the entire property. Will exchange references with interested young woman or couple. Write Box 655. a

**LONG ESTABLISHED ORGANIZATIONAL** camp near New York City under Jewish auspices but non-sectarian admissions policy seeks experienced counselors, camp craft, nature and waterfront specialists, also teen-age unit head (male, female, couples). Good salary. Excellent personnel practices. Write Camp Director, 197 East Broadway, N. Y. 2, N. Y. ab

**ASSISTANT CAMP DIRECTOR.** Opportunity for creative experience in large expanding Community Camp affiliated with the National Jewish Welfare Board. Good standards and superior personnel practices. Salary range \$7,000 to \$9,000. Must have MA in social work, psychology or education. Matthew Elson, New Jersey YMHA & YWHA Camps, 73 Lincoln Park, Newark, N. J. a

**CAMP DIRECTOR** in YWCA on six months or year round plan with other YWCA work in winter. Experience important. 8-week resident camp. Want to enlarge camp program. At present 90 campers. Excellent site and good standards camping. Write YWCA, Worcester 8, Mass. a

### Help Wanted

**YEAR-ROUND** opening for experienced Camp Director. Would also carry other organizational responsibilities. Write Mrs. William Wimer, Girl Scouts, 114 Pine St., Harrisburg, Pa. ab

**COUNSELORS:** Leading boys' summer camp in Maine. Archery, athletics, canoeing, drama, nature, photography, riding, riflery, swimming, water skiing, general. Reply to Director, 71 Hix Ave., Rye, N. Y. abcd

**COUNSELORS**—experienced. Brother-sister camps, Massachusetts Berkshires. Men or women: Physician, tennis, swimming, riding, canoe trips, nature, phys-ed majors, general. Men: Industrial arts, sailing, archery, riflery. Women: Ceramics and fine arts, folk dancing, dramatics, costumes, bookkeeper-secretary. Write Box 876, Greenwich, Conn. ab

#### WANTED — TOP-NOTCH COUNSELORS

To head swimming; tennis; arts and crafts, ceramics and fine arts; trips (familiar with Maine territory). Age 25-30. School or college faculty members preferred. Write giving full detail to: Camp Hiawatha, Kezar Falls, Maine. a

### Position Wanted

**FULL-TIME DIRECTOR** or camping position wanted. Fifteen years experience as director, maintenance, budget-planning, new construction, ACA. Write Box 647. LAB

**TEACHER (27)** and wife (24) registered nurse, desire jobs as assistant director or counselor and camp nurse in Eastern boy or coed camp. Counselor five years in YMHA camp. Six years experience adolescent psychology. Scout Master, experienced in tripping and campcraft. Two year old son. Write Robert Mayer, 8807 Winchester Ave., Margate City, N. J. a

**CAMP DIRECTOR** and Head Counselor for summer employment, to assume all duties involved in camp management. Experience includes complete confidence in all facets of operation. Profit sharing basis preferred. Write Box 648. ab

**MATURE COUPLE** (college graduates) desire general camp work. Skilled maintenance man. Store, office, library, craft assistant or matron. New England preferred. Write Box 651. ab

**CAMP DIRECTOR:** 7 weeks camp season. Mature experienced camp director. Write Sommajade Girl Scout Council, 209 Fountain Row, Huntsville, Ala. a

**CAMP DIRECTOR** or Program Director: agency or private, male, experienced in all phases of camp program, boys and/or coed. Highest references. Far west preferred. Write Box 652. ab

### Equipment for Sale

**FOGGING MACHINE.** "Dynafo" mounted on single wheel Formica trailer. Complete, excellent condition, ideal mosquito, insect control, easily attached passenger vehicle, truck. \$500. Pestfree Exterminating Co., Villas, N. J. a

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**STEEL DOCK FOR SALE** — excellent condition, very large H type dock, complete, ready to use, easily installed, price reasonable. Camps Oxford and Guilford, 136-02 71st Rd., Flushing 67, N. Y. LA

### Miscellaneous

**ATTRACTIVE OUTDOOR SIGNS** are easily made with Signcraft Wood Letters. Inexpensive. Permanent. 4 - 24 inches. Thousands used. Northland, Route 22282, Rockland 16, Maine. ab

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## Camps for Sale

**GIRL'S CAMP**, one of the finest, best established and best equipped in the South, located in the heart of the Blue Ridge Mountains. For details contact Booth-Barfield, Inc., Asheville, N. C. LAB

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**LONG ESTABLISHED** prestige girls' camp in Adirondacks. Accommodates 100 campers. 75% enrolled for 1959. Director wishes to retire. Will continue for one season if desired. Write Box 649. abcdcf

**BOYS' & GIRLS' CAMPS — COLORADO**  
Long established. Modern buildings. 20,000 acres. 2 separate camps, 160 children. Owner retires due to health. Excellent income. Large Eastern following. Will lease camp and sell goodwill or sell camp with part of property. Must be experienced director. Write Box 650. ab

**CENTRAL VERMONT**, hillside farm-camp. Accommodates thirty children, more suitable for younger ages. Forty-five acres. Brook-fed swimming pool, riding ring. Old, modernized farmhouse used for year-round living. Also operated as poultry farm, garden produce, Christmas trees. Write Box 625, Camping Magazine. ab

**SMALL INDIANA CAMP** on lake. Sleeps 45 campers in 4 buildings. Also has dining-kitchen building, 2 other buildings. Only \$16,000. Contact Dr. Floyd Coleman, Waterloo, Ind. a

**CAMP**—5 miles from Luray, Va. Summer resort just ended 13 years surveyed and approved by prominent camp operator for camp operation. Filtered 60 x 30 pool. State approved. 21 rooms each with bath, etc. Large dining-room, kitchen, etc. 37 acres. 2 1/2 mile river frontage. State road terminates at entrance. Bank app. \$88,300, less furnishings. Offered lock, stock and barrel at much less on easy terms. Owner, Box 402, Luray, Va. a

## Camps for Rent

**MICHIGAN SUMMER CAMP** for rent by the week in June, July and August, 1959 to organized church or youth group. Accommodates 96. 75 miles southwest of Detroit. Write Box 653. a

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## AFTER TAPS

*... the time when directors, leaders, and counselors recall the successes and failures of the day, plan to make tomorrow a better day, and think about the opportunities — seized and missed — of this wonderful thing called camping.*

# The Whole Child Grows At Camp

By Ted S. Halpern

**T**EACHING the skills of camping, athletics and cultural activities is important, but the overall objective of camping must go much further than development of skills. We are dealing with youth at their most impressionable and formative stages. It is our job to recognize the wonderful opportunities we have to guide these children in those areas which will help toward their leading wholesome, happy lives. Mental health, human relations, personality development and a simple appreciation of the intrinsic values of life must receive the attention and effort they deserve.

A child in going to camp is leaving the security of his home. No matter what the social-economic status of the parents, there is the problem of over-protection by the family, of "picking-up" after the child and of doing so many things the youngster is capable of doing for himself. At camp he must learn to do many of these chores. He learns everyone must do his share. He learns his responsibility to the group. He learns he must get along with everyone, if he is to enjoy himself. He learns he must rely on others for help and not on just his family. Is there any better place to learn those things which help to make better citizens than in the friendly, warm atmosphere of camp?

### Acceptance in the Group

Children are hero worshippers and imitators. They quickly become aware of the respected outstanding citizens of their camp community and they try to understand why these people are so well accepted. The child learns where he stands in the group. If he finds that he is not

accepted or contented where he is, he seeks to improve himself. The opportunities are there. The camper soon finds that fair play, courtesy and good behavior are a part of the formula for acceptance.

Living together, sharing experiences, respecting each other's opinions, accepting each other's short-comings and qualities, are all part of camping. Regular hours, diet and physical exertion are also of value in developing proper mental attitudes.

Continued attendance at a particular camp seems to help a youngster develop security and stature among his peers. Each change of camp presents a new period of adjustment for the camper which often tends to postpone his realization of leadership.

### Full Day for Developing

In school a child spends five hours of classroom time each day. At camp he spends a 24-hour day. Even though part of this camp day is sleeping time, it is a part of mental development since the youngster is going to sleep and arising without the strong ties of family at hand. This means that one full day at camp is equal to a week at school. In a season at camp a child is concentrating in a short time more than a year of school time.

Surely, the implication is that much growth must take place. To see that growth of the *whole* child takes place at camp is the challenge facing all who occupy positions of leadership in camping.

—Mr. Halpern is one of the directors of Pine Forest Camp for boys and girls, Elkins Park, Pa.



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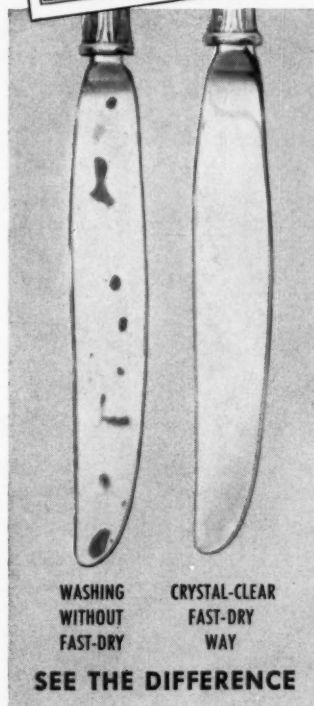
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